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THE KINDERGARTEN-PRIMARY MAGAZINE

VOLUME XXVIII

SEPTEMBER, 1915--JUNE, 1916



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Index to Volume XXVIII---1915-1916

Apporistic Milestones on the Road of the New Education.....*Dr. W. N. Hailmann* 2
Testing the Value of the Kindergarten..... 3
The International Peace Congress, San Francisco, California 3
General Suggestions for September Program.... .....*Dr. Jenny B. Merrill* 4, 5, 6, 7
Early Primary Work and Its Relations to the Kindergarten.....*Dr. Jenny B. Merrill* 8, 9, 10
Activities of the Bureau of Education Committee 10
Mother Play . . . .*Bertha Johnston* 12, 39
The Teaching of a Poem..... *Anna Mae Brady* 13
Hints and Suggestions..... *Bertha Johnston* 14
Kindergarten, Freedom; Mental and Physical .....*Dora A. Mondore* 23
September Seed-Pods.....*F. G. Sanders* 26
A College for Teachers at the Johns Hopkins University. 26
Little Pieces for Little People . . : 26
Games. 27
The International Kindergarten Union..... 30
Hints and Suggestions for Rural Teachers..... ....*Grace Dow* 31
September 32
The Little Bottle.....*Susan Plessner Pollock* 32
Expanding the work of the Kindergarten..... .....*Charles H. Judd* 24
Grasshoppers. . . . .*F. G. Sanders* 25
Paper Cutting for the Number Lesson..... .... *John Y. Dunlop* 28
The Two Little Travelers.....*Rebecca Strutton* 29
The Discipline of the Kindergarten..... 29
The Montessori Method and the Kindergarten ..... *Elizabeth Harrison* 17-18
The Flood.....*Dora A. Mondore* 33
One Hundred Occupations for Children's Hands .....*Carolyn Sherwin Bailey* 34
The Montessori Movement. 35
Notes from the California Expositions..... ....*Olive Wills* 36
Games for Memorizing 37
The Kindergarten and the Elementary School ..... *Randall J. Condon* 37
Suggestions for October Program..... .....*Jenny B. Merrill* 41
Aphoristic Milestones on the Road of the New Education.....*Dr. W. N. Hailmann* 45
October Apple Story.....*J. M. Niven* 46
Influences of the Kindergarten in Elementary Education.....*Velvalee Blueher Duke* 47
Dr. Montessori. 49
Landscape. . . ..*Olive Wills* 50
Paper Folding for the Story Lesson..*J. Y. D*
Nature Study in the Kindergarten..... .....*Margaret D. Ply*
Broadoaks Kindergaten, Pasadena, Cal....
The Tower of Babel.....*Dora A. Mo*
Mother Play—The Pigeon House..... ..... *Bertha Joh*
Hints and Suggestions for Rural Teachers. .....*Grac*
Picture Studies.....*Mary E. C*
Little Pieces for Little People.....
Early Primary Work and Its Relation to th dergarten.....*Jenny B. Merrill,*
Hints and Suggestions . . . . . *Bertha Jo*
The Montessori Method and the Kindergart ..... *Bessie*
Suggestions for the November Program... .....*Jenny B. M*
Value of Initiative; Method of Training.. .....*Dora A. M*
Kindergarten Flower Garden.....
Early Primary Work and its Relation to th dergarten . . . . . *Jenny B.*
Toy Making for the Kindergarten.*John Y.*
Kindergarten Teachers Volunteer to T Additional Work. . . .
Tasting Song. . . . . *Bertha J*
Montessori System. . .
November Booklets .....*Oli*
Willie's Penny.....*Dora A.*
Self-Activity as a Principle for Kindergar cedure. . . ..*Mary R*
Visual Training; Recognition at Sight.. ..... *Dora A.*
November Suggestions.....*F. G.*
Hints and Suggestions for Kindergartn Primary Teachers.....*Bertha J*
Exhibition of Children's Pets. . . *Lida May*
Hints and Sugestions for Rural Teachers. . . . . *Grac*
Thanksgiving Plays and Pieces.....
New Games, Plays and Pieces for Little Pe
The Nest..... *Dora. M.*
For the Light Bird.....*Dora M.*
Suggestions for Clay Modeling..*Carrie L. W*
Gems for Memorizing . . .
Kindergarten Growth . . .
Practical Kindergarten Material *Dora*
Teacher-Mothers in New York.....
Game to Teach Names of Trees... .....*Laura I*

unlop 51
..... 52
npton 52
ndore 53
..... 54
nston 54
..... 56
Dow 56
otting 58
..... 61
e Kin-
Pd. D. 62
hnston 66
en.... 67
Locke
..... 72
errill
..... 76
dore 76
.... 76
Kin-
rrill 76
nlop 79
on
.... 79
ston 80
.... 81
Wills 82
dore 83
Pro-
seup 84
e 84
s 85
d
en 88
os 89
o 90
91
92
r 92
r 92
r 93
94
e 95
96
97
97

Index to Volume XXVIII---1915-1916---Continued

Suggestions for December Program..... ..... *Jenny B. Merrill* 100
Early Primary Work and its Relation to the Kindergarten . . . . . *Jenny B. Merrill* 103
Suggestions for a Community Christmas..... ..... *Mari Ruef Hofer* 105
While the Stars of Christmas Shine..... .....*Emilie Poulsson* 106
The Value of the Rural Literary Society..... ..... *George Jesse Chandler* 107
Mother Play Picture—The Little Boy and the Moon. 110
The Little Two-Year-Old Maiden and the Stars ....*Bertha Johnston* 111
Merry Christmas . . . .*Olive Wills* 112
Divide-Up Time.....*Claudia May Ferrin* 113
Suggestions for Clay Modeling..*Carrie L. Wagner* 114
Study of a Picture.....*Mary E. Cotting* 115
Little Pieces for Little People.....118
Christmas Stockings....*Myrtle Barber Carpenter* 118
My Mother's a Queen.....*Claudia May Ferrin* 118
Writing to Santa.....*Anna Brownwell Dunaway* 119
An Interview with Santa Claus..... ..... *Rebeeca Strutton* 119
How the Stars Came Out.....*Bertha Johnston* 120
Christmas Candles.....*Laura Rountree Smith* 120
Suggestions for a Kindergarten Christmas Tree.. 121
Hnts and Suggestions for Kindergartners and Primary Teachers.....*Bertha Johnston* 122
Brooklyn Kindergartners Seeking Legislation Favorable to Kindergartens..... 125
Toy Village. . . ..*Bertha Johnston* 126
Santa Claus' Arrival.....*Bertha Johnston* 127
Gems for Memorizing .....*Rebecca Strutton* 127
Hints and Suggestions for Rural Teachers..... ..... *Graee Dow* 129
Cranberries .....*F. G. Sanders* 130
Suggestions for the December Program..... .....*Dr. Jenny B. Merrill* 132
January Program by Weeks .*Dr. Jenny B. Merrill* 133
Mother Play.....*Bertha Johnston* 135
Important New Courses at Teacher's College... 136
Mother Play Pictures 137
Little Pieces for Little People..... 139
When the Snow Comes.....*Clara J. Denton* 139
Kindergarten Self-Government..... .....*Dr. Jenny B. Merrill* 140
Bringing Up the Three-Year-Old.....142
Little Games for Little People..... ..... *Laura Rountree Smith* 143
Rural School Improvement. 144
Gems for Memorizing 144
Training the Baby.....*Stella J. Penman* 144
Hints and uggestions.....*Bertha Johnston* 145
The Broken Window Pane.....*Bertha Johnston* 146
Hints and Suggestions for Rural Teachers..... .....*Graee C. Dow* 147
Some Hiding Places..... ..*F. G. Sanders* 148
Our Cutting Lesson.....*Olive Wills* 149
The Adopted Baby.....L....*Jane Burr* 149
Early Primary Work and Its Relations to the Kindergarten . . ..*Jenny B. Merrill* 150
The Teachers' Summer.....*Mabel Pearson* 151
January Drawing.....*F. G .Sanders* 152
The Relation of the Kindergarten to the Elementary School . . ..*Lillian B. Poor* 154
Suggestions for Clay Modeling *Carrie L. Wagner* 157
Nature Study . . ..*F. G. Sanders* 157
How Reinhard Wendelin Bathazar Got His Name ..... *Susan Plessner Pollock* 160
Kindergarten Bible Story . . . .*Dora Mondore* 161
Women as Leaders in Education..... 161
Kindergarten Discipline Applied in I. A. Class .....*Dr. Jenny B. Merrill* 157
Suggestions for the February Program..... .....*Jenny B. Merrill* 164
When Lincoln Killed His Mother's Turkey..... .....*Marion Thomas* 166
February Nature Story. . . ..*F. G. Sanders* 168
Suggestions for Clay Modeling..*Carrie L. Wagner* 168
Mother Play..... .*Bertha Johnston* 169
Interesting Facts about Kindergartens..... .....*Mrs. L. T. Worley* 170
Hints and Suggestions for Kindergartners and Primary Teachers .....*Bertha Johnston* 172
Kindergarten Children Suffer from Frost Bites at St. Paul. 173
February . . . . *Olive Wills* 173
Little Pieces for Little People.....175
Study of a Picture .....*Mary E. Cotting* 177
Hints and Suggestions for Rural Teachers..... .....*Grace Dow* 178
The Relation of the Kindergarten and the Elementary Grades . . ..*Jennie R. Faddis* 182
Drawing for February.....*J. M. Niven* 182-183
Paper Tearing and Drawing .....*J. Y. Dunlop* 185
Pool of Bethesda.....*Dora Mondore* 186
How to Start a Kindergarten..... 187
The Little Boy and the Tree.....*Clara J. Denton* 188
Suggestion for The March Program..... .....*Jennie B. Merrill* 190
Program for March by Weeks ..*Jenny B. Merrill* 191
Tribute to Life Effort of Kindergarten Worker.. 193
The Relation of the Kindergarten and the Elementary Grades . . . .*Jennie R. Faddis* 194
Mother Play—The Charcoal-Burner..... .....LL..... . . *Bertha Johnston* 198
George the Triller. 199
The Second Gift.....*Elsie Gilson Baker* 201
Suggestions for Clay Modeling..*Carrie L. Wagner* 202
The Wind 204
Pattern for "Circus Parade March.....205-206
March. . . ..*F. G. Sanders*.207
Paper Cutting and Spring Topics...*F. G. Sanders* 208
A Welcome .....*Clara J. Denton* 208
Game Based on the Two Gates *L. Rountree Smith* 208
Study of a Picture VII..... *Mary E. Cotting* 2
The Little Sick Hare.....*Susan Plessner Pollock* 2
Naughty Jack Frost.....*Evelyn Brogan*
Game Based on the Flower Basket..... ..... *L. Rountree Smith*
Game to Teach Names of Flowers and Act o Giving. . . .. *L. Rountree Smith*

69125

WITHDRAWN

Index to Volume XXVIII---1915-1916---Concluded

Game to Teach Names of Flowers and Act of Giving . . . . . *L. Rountree Smith* 212
Game Based on the Weather Vane . . . . . *L. Rountree Smith* 212
Hints and Suggestions for Rural Teachers . . . . . *Grace C. Dow* 213
Mother Play Picture—"The Rabbitt on the Wall" 212
The International Kindergarten Union 213
Betty and Bobby . . . . . *Stella Jaques Penman* 214
Closer Relations Between the Kindergarten and the Grades . . . . . *Milton C. Potter* 215
General Suggestions for the April Program . . . . . *Jenny B. Merrill* 217
The Program for April by Weeks . . . . . *Jenny B. Merrill* 217
Relation of the Kindergarten and First Year Primary Drawing in 1 A . . . . . *Jenny B. Merrill* 220
A Day of Wonders . . . . . *Dora A. Mondore* 221
Mother Play . . . . . *Bertha Johnston* 221
Hints and Suggestions . . . . . *Bertha Johnston* 222
Study of a Picture . . . . . *Mary E. Cotting* 224
Drawing for April . . . . . *Olive Wills* 225
Toy Making in the Kindergarten . . *John Y. Dunlop* 226
Hail to the Springtime . . . . *Frances Juliet Douglas* 227
Easter and the Robin . . . . . *J. M. Niven* 227
April . . . . . *F. G. Sanders* 228
Suggestions for Clay Modeling *Carrie L. Wagner* 229
A Toast . . . . . *Rebecca Strutton* 229
My Neighbor . . . . . *Mrs. J. W. Meek* 231
Death of Susan E. Blow . . . . . *Grace Dow* 232
The Kindergarten and Community Organizations 233
Which Shall it Be . . . . . *Jeannie Rogers Sherman* 233
The Mother of Our Children . . . . *Carrie A. Ritter* 235
Blackboard Suggestions for April . . . . . *L. Rountree Smith* 238
Mother Play Picture—The Flower Basket 238
Suggestions for the May Program . . . . . *Jenny B. Merrill* 240
Ten Rules for the Treatment of Animals 242
Religious Instruction and Public Education 243
Providing Kindergarten Training for Every Child . . . . . *Bessie Locke* 244
Drawing and the Manual Arts . . . . . *Miss E. M. Pierpoint* 245
Individual Tables for Little Ones are Being Used in Kindergarten 245
Study of a Picture . . . . . *Mary E. Cotting* 246
Care of the Baby 247
Proper Food for Your Children 248
Clay Modeling . . . . . *Olive Wills* 250
Suggestions for Clay Modeling . . *Carrie L. Wagner* 51
Hints and Suggestions for Rural Teachers . . . . . *Grace C. Dow* 52
Kindergarten to Provide for Every Five-Year-Old in City 53
Hints and Suggestions . . . . . *Bertha Johnston* 54
Mother Play . . . . . *Bertha Johnston* 56
"The Order of the Knights of Etiquette" . . . . . *Jenny B. Merrill* 57
New Kindergarten Stories 258
Address of Elizabeth Harrison at Nashville, Tenn. 260
Toy Making in the Kindergarten . *John Y. Dunlop* 261
Rational Education . . . . . *Bertha Johnston* 262
Relative to N. E. A. Meeting at New York, July 3-8. 263
Beads Made From Wall Paper . . . . . *Essie Hurff* 263
The Modern Kindergarten . . . *Mrs. Samuel Norton* 263
The Kindergarten in Illinois . . . . . *Mrs. Mary Boomer Page* 265
General Suggestions for June Program . . . . . *Dr. Jenny B. Merrill* 268
A Teacher's Viewpoint of the Kindergarten . . . . . *Florence Montgomery* 269
Practical Suggestions . . . . . *Dr. Jenny B. Merrill* 270
Hints and Suggestions . . . . . *Bertha Johnston* 271
Toy Making for the Kindergarten *John Y. Dunlop* 273
Game to Teach Names of Flowers . . . . . *Laura Rountree Smith* 273
Mother Play—The Little Artist . . *Bertha Johnston* 274
Suggestions for Clay Modeling . . *Carrie L. Wagner* 275
Little Pieces for Little People 276
A Bird Game . . . . . *Mary E. Cotting* 276
Little Gray Squirrel . . . . . *Myra A. Buck* 276
Games to Teach Politeness . . . . *L. Rountree Smith* 277
Little Ted's Defense . . . . . *Kate Rogers Nurse* 277
Where The Fairy Lives . . . . . *Rebecca Strutton* 277
Study of a Picture . . . . . *Mary E. Cotting* 278
June . . . . . *F. G. Sanders* 280
Proper Food for Children 281
The Fairies . . . . . *Clara J. Enton* 281
The Kindergarten and the Elementary school . . . . . *Ruth C. Hinman* 282
Be Honest with Your Child . . . . . *Luther Burbank* 285
The Monkey Trick . . . . . *Elsie Spicer Bells* 287
Educational Notes 288
Our Spring Exhibition . . . . . *Olive Wills* 289
Interests which Carry Over from Kindergarten to the Primary . . . . . *Miss Hilda Busick* 291
When Mamma Says So . . . . . *Dora A. Mondore* 292
Kindergarten and Primary . . . . . *Susan C. Baker* 293

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Beim Däumchen sag' ich Eins.

Beim Däumchen sag' ich Eins,
Beim Zeigefinger: Zwei,
Beim Mittelfinger: Drei,
Beim Ringfinger: Vier,
Beim kleinen Finger Fünf ich sage.
Hab' in 's Bettchen all' gelegt,
Schlafen, keines sich mehr regt;
Still, das keins zu früh erwache.

"COUNTING THE FINGERS"
MOTHER PLAY PICTURE

(See page 12.)



THE KINDERGARTEN
—PRIMARY—
MAGAZINE



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J. H. SHULTS, MANAGER.

September, 1915. **VOL. XXVIII—No. 1**

EDITORIAL NOTES

LAURA ROUNTREE SMITH will contribute a number of games to this magazine during the coming year.

MR. JOHN Y. DUNLOP, Glasgow, Scotland, will continue his series of illustrated articles in this magazine throughout the coming year.

F. G. SANDERS, Toronto, Canada, is to be a contributor to the Kindergarten Primary Magazine during the present year.

MARY E. COTTING, Waltham, Mass., will continue her Picture Study in this magazine, beginning with the next number.

MISS CARRIE IVES, Sheffield, Ala., will contribute cut out pictures for kindergarten children for the coming year for this magazine.

MISS OLIVE WILLS, formerly of Manistee, Michigan, but now of Cheyenne, Wy., will continue her drawing lessons for this publication during the year.

THE many kindergartners who attended the International Kindergarten Union meetings at San Francisco, California, report a most enjoyable and profitable trip.

BERTHA JOHNSTON, who has been a contributor to this magazine for many years, will continue her articles during the coming year. The Committee of the Whole has been changed to Hints and Suggestions.

KINDERGARTNERS all over the U. S. who have profited so much by Dr. Jenny B. Merrill's articles in this magazine for several years past will be pleased to learn that she will be with us during the coming year. The two articles given in this issue will certainly prove very helpful to any kindergartner who will make use of the ideas given

He that gives all, though but little, gives much; because God looks not to the quantity of the gift, but to the quality of the givers.—Quarles.

THE N. E. A. MEETING

The Annual meeting of the National Educational Association just closed at San Francisco, proved one of the most successful in its history. There were over 7,000 delegates present at the opening meeting.

Everywhere sentiment was strong in favor of Interntional Peace.

Several of the best speakers gave stirring addresses.

The spirited contest for the presidency between Miss Grace Strachan of New York, and David P. Johnson, president of Winthrop Industrial and Agricultural college, North Carolina, was made much by the public press. Miss Strachan, defeated candidate for the presidency, resigned as a member of the N. E. A. We hope to give a summary of some of the more helpful addresses in future issues of our Magazine.

Miss Bertha Johnston, 389 Clinton St., Brooklyn, N. Y., formerly editor of the Kindergarten Magazine, and a regular contributor to this publication, has had a life long experience in kindergarten work. She can be secured for lectures. See announcement elsewhere in this issue.

The Board of Education of Hempstead, L. I. have established a kindergarten in St. George's Parish house which they have rented for two years for school purposes.

When a true genius appears in the world, you may know him by this sign, that the dunces are all in confederacy against him.—Swift.

Country schools in Washington State are specializing in warm lunches. The teachers are trained in household arts and the school lunch is used not only to better the physical condition of the pupils but to teach domestic science.

Good humor is the health of the soul; sadness is its poison.—Stanislaus.

The Annual meeting of the National Education national Peace.

APHORISTIC MILESTONES ON THE ROAD OF THE NEW EDUCATION

Dr. W. N. Hailmann

II

In a large sense, body and mind, the physical and the spiritual, are one. Neither, in life, appears without the other: the mind, the master; the body, the servant or tool. The body mediating between the inner and the outer, between self and environment; conveying inward, on the one hand, material for thought; establishing, on the other hand, in outward activity, the inmost purposes of thought. While, on the one hand, we see the mind, with Maudsley, as the crown and consummation of the organic functions as a whole, we see it, on the other hand, as the secret inner spring and true king of all physical life. Thus to Milton "the whole man is soul, and the soul man;" and Swedenborg's angels "discover man's autobiography in his structure."

Heart, head and hand—feeling, thinking and doing are not three distinct entities, to be stimulated to order. They are, indeed, but three different aspects of the same *one* soul activity. The heart is the stimulated soul as it feels or wills; the head is the same soul as it sees or infers; the hand, the same soul as it explores its environment or impresses its law thereon.

The same *one* mental act begins in experience and, thru thought and reacting purpose, ends in achievement. Each and every mental act in its wholeness rests on experience, and achievement alone can render it complete. Thus we see the brain as "a contrivance to change thought into action," and the hand as the projected will of man: the will to know and the will to do.

We see the various phases of the conscious mental act in its integrity in this order: *Hand—head—heart—head—hand*, from exploring and discovering to adjusting and achieving activity, the latter again becoming a source of further exploration and discovery; and so on indefinitely in ever-deepening insight, in ever-broadening purpose, in ever closer adjustment, in ever higher achievement, in ever purer joy in an onward movement that constitutes individual, social and general human progress.

Thus it will be seen that full-life requires more than the notorious "five windows of the soul—mathematics, nature study, history, geography, literature." These things are, indeed, necessary; but they need to be led into the life of action, into daily aspirations and daily conduct and widening human sympathy.

In truth, thought and action are one. In their unity, they establish the *deed* which alone gives value to life. It is thru verifying action that thought lifts itself into knowledge and, as such, becomes aware of its power, learns to appreciate and to know itself, as it were; is stirred to seek ever greater heights.

Every complete educational measure should stimulate into self-active life the entire being of the learner, more and more in harmony with the attitude of good will. Whatever stimulus comes to the learner should enlist spontaneous interest, invite spontaneous thought, stir spontaneous purpose, and lead to spontaneous achievement.

In other words, the appeal of the educator should be, thruout, to self-activity which implies, on his part, suggestive, stimulating, sustaining adjustment of environment and sympathetic 'living with the children' in example, in unostentatious help and instruction; for all along the learner should feel that he is accomplishing a purpose of his own and that this purpose is respected.

The teacher will succeed in the measure in which she frees the children from shyness and other egoistic forms of narrow self-consciousness, and leads them to forget themselves in the purposes of their work.

Thought, we have seen, rests primarily on personal experience and tends ultimately to corresponding conduct. On the side of experience, thought is *apperceptive*, adds to its store of knowledge. On the side of conduct or achievement, it is *introceptive*, uses the new acquisitions in the establishment of life-attitude and in the moulding of purpose.

Thought-development, on the side of knowledge, begins with sense-perception. This furnishes the raw material for all subsequent phases of intellectual activity: for association, comparison, abstraction, the formation of ever clearer and higher concepts, for definition and classification, and ultimately, in rational life, for insight and its marvelous revelations of law and principle as basis and guide of conduct.

Thought involves processes of analysis and synthesis. Analysis gathers material from which synthesis constructs, on the side of knowledge, ideas and concepts; and, on the side of achievement, principles and rules of action. On the knowledge side, analysis deals with the relatively external, is *objective;* and synthesis establishes a relatively internal idea or concept, is *subjective*. On the side of achievement or conduct, analysis deals with these relatively internal ideas—its conquests from the past, and thus becomes *subjective;* and synthesis projects these *objectively* in conduct into a relative future of life.

On the side of achievement, thought serves and establishes purpose. Purpose, the child of instinct and reason, is the more or less deliberate, conscious tension of the soul toward the achievement of some definite object. This object is derived primarily from

some experience touched with emotion, retained in the memory, revived by the imagination or lifted into the region of more or less ideal aspiration by the creative influences of reason or fancy.

Purpose ungers and thirsts for achievement. From achievement it derives sustenance. Without achievement it perishes. For the sake of achievement it stimulates memory, creative fancy and reason, that it may find ways of success. In experiment and research it appeals afresh to sensuous experience and to recorded thought. In patient drill it seeks to gain whatever skill and endurance it may need. In fervent speech it seeks to enlist the sympathy and cooperation of others. Every phase of soul life is touched and stirred in the development of purpose. Every sensation holds its germs. Under the influence of varied emotion it is unfolded and established. It stands revealed in thought which sees and wills the fruit of its achievement.

With the birth of conscious purpose, indeed, man is born, lingering heredity dethroned, and the reign of free spiritual evolution inaugurated. The self-active soul begins to feel its power to overcome resistance within as well as without. The tyranny of circumstance begins to yield to the supremacy of self-conscious will.

Not every individual purpose, however, is good. Purpose is to action what force is to matter. As matter lends itself to whatever force may urge within, so the same action is ennobled or debased by the purpose it may serve. It is obvious, then, how important in educational practice is constant and assiduous care in the guidance of the learner's purpose-life which lies at the very root of character; how important it is to cultivate love and hatred, hope and fear, aspiration and aversion aright in order to enable these emotions to find worthy objects.

True education becomes to the learner thru purposeful achievement, even in the school, a process of continuous self-revelation, secures faith in self and in the powers and responsibilities of self, clear vision, absence of doubt.

TESTING THE VALUE OF THE KINDERGARTEN

The value of the kindergarten as tested by its results is discussed by Miss A. M. Winchester in an annual review of kindergarten work just issued by the Commissioner of Education.

"For several years investigations have been undertaken in different cities," says the review, "for the purpose of ascertaining the advantage gained by children with kindergarten training over non-kindergarten children. The emphasis in these investigations has been placed usually upon the rate of speed with which the children make the successive grades."

"The fallacy of drawing conclusions from such surveys," says Miss Winchester, "is manifest at once. It is well nigh impossible to gauge the speed correctly because in the first grade both kindergarten and non-kindergarten children are placed together, and by the rule of uniformity which seems necessary in school systems, the teacher unconsciously standardizes the progress of her class. The laggards are brought up by dint of conscientious work, and the forward ones are held in leash, so that by the time the fifth or sixth grade is reached, whatever special training impetus may have resulted from the child's kindergarten training has ceased to be measureable.

THE INTERNATIONAL PEACE CONGRESS, SAN FRANCISCO, CALIFORNIA

The Time—October 10th, 11th, 12th, are the dates chosen for the Peace Congress.

The Place—A splendidly rebult city of over a half million population, the terminus of three well equipped railways.—The Southern Pacific, Western Pacific and Sante Fe, unexcelled suburban service to nearby cities, mountains and giant redwoods, a magnificent harbor with ships from all seas passing through our Golden Gate, prophetic of the Golden Era of Peace, and a surpassingly beautiful International Exposition that shelters the world in miniature, with all nations at peace!

The Purpose—The purpose of the Peace Congress is to bring together, as far as possible, representative leaders from all nations and from all organizations that favor World Peace, in order to confer on the most practical plans for the putting into cooperative action those forces and agencies that will lead to the abolition of war.

What a theme! What a time! What a place! What a purpose! What an opportunity to make this the crowning event of the exposition year!

For "War must be destroyed."

Delegates—We invite all peace societies; women's clubs and all other organizations of women; all churches and religious societies; colleges and universities; labor unions; socialist societies; chamber of commerce and all other business men's organizations; and state and national governments to send delegates to the Peace Congress.

Contributions—We urgently invite all readers of this bulletin to aid by a contribution, large or small. We greatly need financial help to make this Peace Congress worthy of its high purpose. Please make out all checks to our treasurer, Captain Robert Dollar, and send the same to the joint secretaries.

Literature—For information and literature address the joint secretaries: H. H. Bell, Robert C. Root, The Tabernacle, Van Ness Ave. and Bush St., San Francisco, Calif.

Dr. Maria Montessori, the famous Italian educator, is reported as insisting upon being given the title of "Madame," even though she has never been married. She asserts that the possession of a husband is not an essential to assuming the title usually accorded only to a wife.

We first make our habits, and then our habits make us.—Dryden.

GENERAL SUGGESTIONS FOR SEPTEMBER PROGRAM

By JENNY B. MERRILL, Pd. D.
Former Supervisor of Public School Kindergartens, New York City: Special Lecturer on Educational Topics

The very best way to prepare your September program, good kindergartner, is to "live with" a child of four or five years of age during part of your vacation.

If this has been your privilege, you will doubtless think of this little one with his daily life and interests, as a background for your program. Children differ but they have much in common.

If there has been no such little one in your home or near you, recall your own childhood if you can think back to that age. Read "Susie's Six Birthdays," or "All About *Johnnie Jones*," or "*Four Little Fasters*."

If you can get in touch with a mother who is planning to send her little one to kindergarten it will prove most valuable to you. The fears and anxieties of a mother in starting her first child to school or kindergarten are hard for a young kindergartner to realize, but she should try to do so. It will encourage attention to individuals—each one the object of so much solicitude at this transition period.

It often becomes the privilege of a kindergartner to help a mother to see that the very "coming and going" every day at a regular hour will prove a means of development to her little one.

Some mothers almost dread to have their "babies" grow out of babyhood, but independence is essential to the forming of character. Another lesson learned will be the importance of reaching school on time. The clock will become a friend.

Punctuality learned will help in the home as well as in school, and of course later in all life's duties.

Children who have not "liked to be washed" are trained to cleanliness by comparison and also by washing plays.

In Montessori's program for the little ones, the "practical exercises of life" include washing their own hands and faces and even the little tables.

The very attempt is strengthening to the hands. Encourage mothers to let children try even if results are not altogether satisfactory at first.

In leaving home many mothers give the little ones unwise warnings based upon the old time fears of the school master. Especially is this true of foreigners. The kindergartner should bear this in mind as it may account for difference and even terror in the new surroundings attractive tho they be.

Yes, good kindergartner, collect your pictures, toys, flowers, shells. Get your room in order. Have a sand table, a garden, a pet animal if possible, but believe me, it is quite likely that your mind will be too much occupied with these necessary external appliances, and too little with the *child himself*, and how he will regard the new environment.

Therefore I warn you to make a child the center of thought rather than these materials important as they are.

Ask yourself why these little ones are leaving home to come to your kindergarten?

It is mainly to *enlarge their social life.* It is that they may come in touch with *other children* of their own age, that they may become more human, less selfish, or rather less self-centered, interested in other children, other families besides their own. A little child is one big I. All the world about him he regards only as affecting his own wants. This is natural and right for a time but it should not last too long.

Contact with other children is essential for the best growth.

This is the main plea for the kindergarten. *The child needs to live with other children* of his own age, to feel the atmosphere of his equals. There are often so many adults in the home.

Children who have several brothers and sisters, have a great advantage over the only child.

How will these facts influence you in making your September program? Let us see.

First they should lead you to make an interesting feature of learning each other's names. A child is always interested in *his name* and shows much surprise if you miss-call it. Tell *your name.* Interest the children in each other's names. Have simple introductions as it were—as, "Johnny here is another Johnny." "Mary come and shake hands with Annie." Several familiar kindergarten games are based upon this interest in *names.*

"Look at our Susie,
Who shows us the game,
Look at our Susie,
Now we'll do the same."

The simplest "visiting game" may be introduced very early in the month. A child is sent to the center and told to beckon to some other child whose name he knows to come into the ring and shake hands.

Sometimes this game consists only of bowing to the child who is called, but a variation may be made by having each child as he shakes hands, say, "Good morning Eddie," "Good morning Josie." "How do you do?"

I advise this *spoken* greeting before the *song* of greeting, as it is less formal, more personal, more real, more life like. Then a greeting song may follow. "Good morning to you all." The children certainly love the greeting songs. They are elementary lessons in politeness and lead to a social spirit.

A finger exercise should soon follow, but I advise he *real greeting* of child to child, and chlld to kln-ergartnerfor a week or longer before introducing a reeting finger game. In introducing the first finger ame, appeal to the *humorous*. Knot two corners of our handkerchief over the pointing fingers of your and and let them bow to each other and say, "How o do" and even chat a little with each other.

Children *love to laugh*. Thls little play will certain-y cause merriment. "*Only man laughs*." Laughing s soclable. It will help us to accomplish our aim in etting the children acquainted if they have a few carty laughs together.

Any of the well known finger exercises may follow s, "Thumbs and fingers say Good morning, 'Tis a very leasant day," or "Thumbkin says I'll dance."

The reason for such finger exercises should be orne in mind as being *largely physical*, that is, to trengthen and develop the muscles of the hand, as a reparation for hand work. (An intelligent woman who did not know much about kindergarten methods old me once that she thought those finger exercises ery silly, but when I explained the *physical side*, the trengthening of the muscles of the hand for the use of he pencil and other tools, she immediately recognlzed heir value. Reading in Mother Play will show how ully Froebel realized the importance of this muscular levelopment as well as the social side.)

If you examine carefully the *hands* of the little ones luring this first week, you will certainly find many f them flabby. Many children are not encouraged at ome, as they should be, even before kindergarten ge to use thei hands and fingers in drawing and uttlng. A child of two or three can begin at home. 'Opening and shutting," the fingers is a simple, pleas-ng exèrcise. Even during the first week a few lines nay be used to accompany such motions as,

"Shut them, open, shut, them open,
Give a little clap,
Shut them, open, shut them, open,
Lay them in your lap."

(The words and musle of this finger game are in Smith, No. 2, and it is a great favorite.") Extend hese exercises from day to day in *the ring*, letting the children show you anything mother has taught them o make with their hands and fingers.

So proceed from *home expcriences* in this as in all other work you attempt. *Linking the new with the old is the greatest secret of good teaching.*

Play with the fingers will lead naturally to talks about *clean hands*. "Making believe" wash the hands will amuse the little ones. *Simple hints* about clean-liness should follow from day to day. They appear to be needed.

"*Preparing to come to kindergarten*" may be illus-trated in simple dramatic fashion. This is a topic about which the children can talk freely. They will soon forget to be afraid to speak as they think of home, and all they do to "*get ready*." "*Coming to kindergarten*" is another available topic which may be acted out as an imitative game either in the morn-ing ring or at game time possibly in the followlng manner:

Shall we play "Coming to Kindergarten?" "Who will show me how to walk nicely in the street?

(Several children voluntcer.)

"Sometimes I see two little girls walking together." (Several children walk by twos.) "Sometimes I see a little boy *running* to kindergarten. Who can tell why he runs: Yes, he is afraid he will be late. We are so pleased when every one is here early."

The kindergartner next finds an opportunity to re-peat directions about how to reach the kindegarten room. Of course these directions differ widely accord-ing to school conditins.

The *clock and how it helps us all to be early* is another topic for September conversations. A simple clock song follows, and an imitative clock game may be introduced if the children have seen a pendulum swing.

Children all love to sing

"Tick-tock, tick-tock,
Goes the clock."

Sound attracts as well as the motion of the *pen-dulum*.

.."*Art and literature bind society together*" says Guyau.

The first month in the kindergarten finds the kin-dergartner introducing *literature* in the form of the realistic *story*, *Mother Goose* jingles, and the story of Goldenlocks, that remarkable cheery creation of Southy's which deals with the simplest home objects, beds, chairs, bowls, spoons, and yet appeals to the imagination in the personification of the three bears. The story of Goldenlocks is easy for the youngest child to follow with rapt attention, and also furnishes material for an early dramatic play.

Mother Goose is surely a key to English literature. If one happened to teach children who have English or American parentage they may already know of "Jack and Jill," or "Litle Boy Blue" and "Little Bo-peep."

If they do, you have found another connecting link with the home. If these nursery rhymes are not familiar to many, secure pictures illustrating them. Excellent ones are now readily obtained. These pic-tures may constitute the beginnings of interest in *art* as the *rhymes* are beginnings of interest in *verse*.

Some kindergartners still prefer to use the Mother Play pictures as centers of interest, for they are re-markable pictures with their home and nature setting.

The one prescribed in this number of our magazlne will readily connect itself with the *Finger Plays* already mentioned.

Children love to *count* their fingers. To play put them to bed will certainly be amusing and quietlng. Also, "Four in a bed," as appears in the picture, will not be an unfamiliar scene to many of our city lIttle ones! Well brought up children may be led to call the four sleeping chlldren, *dollies*.

See who can find the *five little birds* in the tree! It will interest the little ones to tell them how all little

birds hide their heads in their feathers when they go to sleep. (Illustrate.)

Possibly a pet canary can be borrowed, or some child who has one will tell all about it—so, *nature*, and animal story are suggested by this picture.

The Mother Play *counting rhyme* may be repeated, but no effort should be made to memorize it, for it is not like Mother Goose, *good verse*,. It is a mere discription of what the child is doing with his fingers. The word "silence" is a good one to add to the child's vocabulary. We find it here in Froebel's play as well as in Dr. Montessori's newer game of "Silence" which pleases children so well. Both this play and Dr. Montessori's may be made very effective in early discipline, training to quiet habits.

Find the rhyme elsewhere in the magazine.

The *piano* is one of the great attractions of the kindergarten room. Many children will want to touch it. Permit one at a time to strike a note. Perhaps some child has learned at home to play 1, 2, 3, 4, 5. The children will listen with great interest to any one who can do this. Then let them imitate on the table or as in Froebel's *Finger Piano*.

When I was child I loved to "make believe" play piano on a table. I think this simple play is less frequent in the kindergarten than it should be.

Play very simple, short selections for the children to listen to this month.

Sing very short songs.

GIFT WORK.

The gift work for September should be more prominent than occupations.

The first, second and third and fourth gifts may be used. Large building blocks should also be provided for building on the floor.

The children become familiar with the six balls,—their motions especially, rolling, bounding, tossing and swinging on the cord. Use the balls in morning talks, one day comparing colors to children's ribbons, another to flowers and fruits. I should use all six colors at once like a flower garden. Let the children choose colorsthey like best.

Let one child, then all try to imitate the ball motions, for exercise, in the morning circle and in the game period. Who can bounce like a ball? Try. For the game period use *large rubber balls* if available. Children generally have played with balls at home. Do not treat them as if they had never seen balls.

Encourage them to show you how they play ball, and simply *add* to their former experiences.

There is not enough *free ball playing* in our kindergartens. The ball is an active playmate and should incite to vigorous exercise in the open air if possible.

I once saw an experienced kindergartner standing surrounded by the entire group of children at one side of a large open playground. She had a rubber ball in her hand. She raised it, all the children quieted down and watched. "Now see who can run as fast as the ball. The one who gets the ball may bring it back to me. Then she threw it to the other side of the the play ground. How they all ran for it and came back shouting, "John has it." Then over and over they almost flew back and forth chasing the ball. It was a happy healthful recess, and every little one had vigorous exercise for legs and lungs.

Do not forget, in September especially, to *keep the children much on their feet*. How often does a young child *sit down* during the play hours at home?

Sitting long at tables is trying. Play quite often on the floor if it is kept clean.

The second gift is appropriate for floor play. The best game with it, is similar to "nine pins," that is, rolling the ball against the cube placed at a distance or in the center of the ring. The cylinder rests on the cube, and as it falls, all clap, thus early learning to enjoy the success of others. Let every child have a chance. They will not tire of watching and waiting. In this play children become familiar with the three fundamental forms, and their varying characteristics in the best possible way. Do not attempt to talk about sides, edges and corners until much later. The kindergarten stands for education thru *play*. *Play* the forms as wholes into the child's experience. Never mind the parts. Analytic instruction is for higher grades. Avoid too much mathematics. Keep to play as the best foundation. Play gives *original experiences*. The child learns by *doing* the deed.

Standing the cylinder on the cube, trying to knock it off, trains eye and hand to act together which is far more important at this period than geometrical descriptions. Time will be wasted and children's minds fatigued if such are attempted.

Use the third and fourth gifts for building on the very first day.

It is very important to put something into the child's hands at once that he can do something with. Blocks are the most available.

While you may be taking names or attending to other necessary details, see that each child has a box. Give all permission to open the boxes in their own way at first. Uniformity may be desirable later but there may not be time for it the first day. Children who cannot slide the lid at once, will learn by observing others who are successful. Appoint an older child to help if necessary.

Blocks *invite* a child to build. Some children will certainly begin at once to build as they have done at home. Others will observe and soon imitate.

If they do not, let them watch others. Force no child. All are under nervous tension these first days. Get them to fall into line gradually.

After a few days, as soon as convenient, build two or three simple forms yourself on the center table or ask an older child to do so while all watch. Let children who build well, place their blocks on the window ledge if it is broad and leave the little constructions to inspire others.

If you are not busy otherwise, ask children to tell what they have made and ask a question or two about each form. Do not criticise at all these first days

Incite children to build *with purpose*—as, give each a paper doll and ask what they will make for dolly? A chair, a bed, a house? These are little problems to solve. Allow children to change boxes if they wish to.

Let older children use two third gifts or two fourths or put a third and a fourth together.

Building blocks may be used to illustrate stories in the sand box as the story of Goldenlocks. Build the house in the woods sticking in twigs for the forest.

Build the house. The furniture may be imagined at this early stage. A doll may be placed at the door as if to enter. The bears have not come back. Another day any toy animals may be used for bears, etc., etc.

Build fences or gardens and put colored splints or beads in rows for flowers.

Use peg boards to build fences, and place rows one color for a certain flower.

Build in some way every day during this month.

If there is a kindergarten doll, as there should be, make a chair for her on the floor with the big blocks. What else shall we build for dolly? Inclose a space on the floor with large blocks for dolly's house.

Some children may be interested in counting the blocks. They may see how high they can build. Let the number work advance slowly as use for it appears. Do not force it. Follow the child.

OCCUPATIONS.

1. *Draw every day.* Observe the children's hands while they draw to judge who have used pencils or crayons at home. Use heavy crayons and large sheets of paper at least 7x9.

Let the children draw what they please. This will give you an opportunity to see what they can already accomplish.

Listen attentively to anything they say about these early scrawls for they will reveal to you what is in the child's mind and perhaps give you a cue to some phases of his home life.

Draw yourself for the children on the blackboard. Draw the house in the woods, draw the three tables, the three chairs, the three bowls. Thus you will begin illustrative drawing. Draw the pail that Jack and Jill carried up the hill. Draw Bopeep's crook if you cannot draw Bopeep herself and her sheep.

Make *drawing* the main occupation for the month. Preserve several early sets marking names and dates, and file these sets away to compare with results at the close of the term.

There is no better way to test progress in the kindergarten.

2. The *sand table* should also be used daily and freely, principally for piling and digging and filling and emptying little pails or cups.

Have a few tiny spades and rakes to suggest garden and farm life which some children may have in mind from summer experiences. Talk about these tools. Teach their names if not known.

Use dry sand at first.

3. *Clay modeling* should be introduced as soon as you have the little ones well under control.

It may be used from the first in small kindergartens, or one table may be prepared in large kindergartens and a few allowed to model at a time. To furnish clay to a large kindergarten early in the term is too great a task. It is better in this work to divide into groups. Drawing and building may be alternated in groups, also if materials are short. Give freedom to make anything. Model balls and marbles.

4. *Coloring* outlined animals is good work for beginners.

Secure good patterns from *toy picture books.*

The free motion in mass coloring strengthens the hand. Dr. Montessori's insets are great favorites with the children. In like manner, the piece of paper or card from which an animal has been cut, may be used for this filling in. It is hardly possible for the young child to keep within a boundary line at this stage, hence the raised metal boundary is a help. Cardboard stencils are helpful too.

The names and forms of several animals may be familiarized in this way during September as well as by looking at animal picture books. There will be many city children who can scarcely name a farm animal.

Hence this exercise is valuable in enlarging the vocabulary as well as interesting the child in animal life. Try to secure toy picture books that show animals feeding. Stand them open on the ledge of the blackboard while the coloring lesson proceeds. Try to match colors as far as possible.

Mount some of these colored animals and draw or cut cages for them if the capacity of the children warrant it.

5. If more hand work seems necessary, try a little cutting, letting children who have used the scissors already at home, cut whatever they will as in drawing. Let others snip paper or cut fringes on towels for dolly. Cut a comb or plates or balls, like those of the first gift.

6. Making chains is an early occupation. Use wide strips, not less than half inch and make several single rings before attempting linking. Have a purpose in making chains.

What are they for? To make our room look pretty. To wear home, to play with.

The children soon love to measure to see whose chain is longest or they may suggest counting links.

The youngest children may be only able to string wooden beads.

SONGS, GAMES, RHYTHM.

These have already been suggested. The formal game should be reached gradually by means of imitative exercises and simple dramatizing.

The rhythmic motions introduced may be, walking, running, skipping, clapping, swinging arms like the pendulum.

Vary these from fast to slow, and slow to fast, at first without music.

"Walking, walking, walking into the ring," then "walking, walking back again," is a favorite rhythmic exercise. Walking backwards is a good exercise. The

children keep hold of hands in this exercise, and laugh naturally as they reach the center all in a bunch."

In learning to keep the circle form well, it is helpful to begin with a small ring, and gradually call children in. "Pussies and ponies" is a simple game and pleases by the alternation from loud to soft.

"We are little pussies
Walking round and round,
We have cushions on our feet
And never make a sound."

"We are little ponies
Running round and round,
We have hoofs upon our feet
And stamp upon the ground."

Repeat first verse so to end with quiet.

See-saw is a good rhythmic game and may be played singly or in twos, also in rows.

NATURE INTERESTS.

Keep out of doors during September.

Take walks. Gather flowers and seeds. Talk of summer experiences in the country.

Observe the sky, the clouds, passing birds, What fruits are in market. Talk of the weather every day and teach a weather song.

No one can write a daily outline for you, good kindergartner. Do not deny yourself this privilege.

Conditions differ so widely that you must settle details.

Your own development also depends upon your own use of judgment in these matters.

Even your own program should not be of cast iron. It should be a guide to prevent random work, but you should hold yourself in readiness to meet the changing moods of child and nature, and other local conditions which may arrive at any moment.

One word in closing. Don't forget to sing to the children. This will help in discipline.

Use the piano in moderation.

EARLY PRIMARY WORK AND ITS RELATION TO THE KINDERGARTEN

JENNY B. MERRILL, PD. D.
N. Y. C.

Kindergartners and teachers of the first school grade are becoming more and more interested in each other's work.

Indeed, we quite agree with Miss Emma Johnston, principal of the Brooklyn Training School for Teachers, who in a recent address before the N. Y. Public School Kindergarten Association said that she considers the kindergarten is really the first school grade.

There are more and more happy interchanges of suggestions between the kindergartner and the primary teacher as the years go by.

Kindergartners are glad to acknowledge that they are learning to do better work in art by observing the newer methods of the special teachers of drawing in primary grades.

The special teacher in music has occasionally given valuable help in kindergarten music, witness the work in the Ethical Culture Schools in N. Y. C. under Dr. Dykema and more recently under Miss Alys Bentley, (See Kg. Mag. 1913) vice versa, many kindergarten songs are used by primary teachers.

Altho dramatic play has always been an important element in the kindergarten, still even the dramatic game has felt the stir and impetus of the recent tendency to dramatization in the higher grades.

Help has been mutually given and accepetd. Greater activity and less formal discipline have been encouraged in the best first year classes—stories are more frequently told in the grades. They have always been advocated by kindergartners.

More time has been given to drawing and handwork in the primary grades, and observation proves that much of this early handwork is a copy or an extension of kindergarten occupations, such as folding, cutting, mounting, designing with sticks and seeds.

There has been occasionally a little modeling and weaving, and more sewing and cardboard construction in the grades. All these are old kindergarten occupations.

Yet, notwithstanding all these happy interchanges of materials and methods, we still hear it repeatedly stated that the transition from the kindergarten to the first year is too abrupt, and that use is not made in the first year of what has gone before. Froebel's "connecting" class is suggested as a help. It is a term all do not care to help perpetuate. but there seems a tendency to use it in many places and it does stand for a thought. It appears to me to be an artificial name. It does not suggest *growth* so much as it does mechanism. However, old names are interesting and vital, and we must not quarrel with a term which has a history of so much interest.

Kindergartners are helping to organize these connecting classes.

Our purpose, then, in this series of articles is to help kindergartners in organizing such classes, and also to show the first grade teacher who may not have had full kindergarten training how she may connect her work more fully with the kindergarten if the children she teaches have had its benefits, and also how to help the little ones who come direct to school without the benefits of a kindergarten, by introducing kindergarten materials.

Let me say first and last, it is *in* the *spirit* rather than in the letter that the primary teacher can best find the help she seeks.

The one great principle of *activity*, of *learning thru doing* rather than merely talking, is the key to this problem.

What is our problem? Let me state it again in other words. *It is to seek a less abrupt transition from kindergarten to the first school year.*

The first thing that must be done is the granting of smaller first year classes, or the introduction of "grouping" so that there may be less rigid discipline and more moving about the room.

It is unnatural, unnccessary and unhealthful for children in the first year to sit as still as they often arc required to do, or to maintain any special position.

I have no objection to individual desks. In some ways thcy are very welcome. Indeed, I have found that individual desks please the kindergarten children but thcy do miss the freedom of the chair after a while. The little friend desk should not become a prison, as Dr. Montessori calls it.

The children should frequently be called to the front or side of the room, allowed to write on the big blackboards, run back and forth in the aisles for exercise if there is no other free space in the room. I have seen a whole large primary class fly to the back of the room and forward again as gaily as if in a kindergarten ring.

All is in the spirit tho, and space does aid wonderfully.

Separating into groups materially aids this freer and more natural discipline. One little group may be busy drawing on the blackboard—a second may be busy at their desks, designing with tablets, sticks or seeds, while a third group surrounds the teacher for practice in phonics or to read, spell or make and answer little number questions.

Miss Ada Van Stone Harris and other primary supervisors have planned with primary teachers excellent suggestive outlines for this group work, but each in the end must work out her own.

At present, there will of necessity in large cities, be larger classes than we consider ideal, but earnest kindrgartners and teachers are solving the problem of getting close to each individual child by working at least a third or a half of the day in these groups.

Groups of children soon learn not to disturb each other. Havc they not the very best incentive to work quietly, namely to help others? These groups encourage sociability and freer, better language results follow. A little child will speak in a small group more readily and naturally than in a class of fifty, and this freer oral language tends to produce natural readers.

You remember in "Leonard and Gertrude" that Pestalozzi makes Gertrude say, "I am trying to make the children *speak* well before thcy *read* well."

The first grade teacher often feels pressed to produce definite results in a given time.

The symbols of spoken words and the symbols of numbers must be taught. This is the main new feature, namely, to teach thc little ones to connect spoken language with written.

It is a great step—a great transition, but if even *one word* has been taught in the kindergarten, the ice is broken, as it were. I maintain that thc first written word should be the *child's own name*, and that it is well to teach it before promotion.

How frequently the kindergartner scribbles the child's name on a piece of his handwork merely for his own convenience in identifying it. She does not stop to think that this may become the child's first lesson in reading the written word if she will only take time to write it legibly, especially as the child nears promotion.

Sometimes in the kindergarten the children's weaving mats are kept in portfolios. The child's name should be written with great care in round, full script, upon his portfolio so that the form of the words, Mary and John, for example, are seen to be different. When this is done, it will be found that after a time, some of the brighter children will recognize the names of their near seat mates as well as their own and indeed, a few children may bc able to distrlbute the portfolios to their rightful owners, by the names on them.

Use always appeals to the child and he begins to see the use of the written word.

I also suggest that a few days or possibly a week or two before promotion that a little game be introduced to see who can read his name (using only the given name.)

Cut strips of paper about six inches long and two or three inches wide, writing a child's name on each strip.

Interest the children in this package of strips some morning in the circle. Lay four or five out on the floor or upon a low table; call up one child whose name is among these. If he can tell which is his, he takes it to his seat. Another strip is added to those lying down, and another child is called until all the children have found their names.

When all the cards or strips are in the children's hands, let them play write their own names by tracing your writing with their finger. Tell them when they are promoted they will soon learn to write their own names and other children's names too.

Ask them what they would like to do with the strips you have written so they can see them every day. Listen to their suggestions and let them decide which is the best.one. Perhaps they will want to take them home. Let them do so.

After the children have gone home, write similar strips again and *mount them* on the *backs* of the *chairs*.

There will be great fun in the morning when the children discover these slips, and run about trying to find which is their chair. Let them keep their own chairs until promoted.

It might be a good plan to let each child mount his own name, but I like the surprise plan and the hunt. Besides it is likely that the children might mount the slips so that they could not be easily removed. If there is any objection to mounting on the backs of the chairs, mount on the under side of the seat.

This drill on names may be varied again as follows:

Show a package of slips with names and say, "Today, when I want to call a child, I am going to hold up the card with his name." This will insure watchful attention and start the habit of concentration on a given word, a start for which the primary teacher will truly be grateful if her class is large.

It makes considerable difference whether this exercise with "name cards" is given by the kindergartner who is already so well known rather than after pro-

motion. The slips will pave the way for the use of drill cards and other devices in the first grade. "From one learn all" was Jacatot's famous aphorism.

The exercises I have described may also be used after promotion and will create interest in beginning reading on the blackboard if varied as follows:

Who knows the rhyme—

"Jack be nimble,
Jack be quick,
Jack jump over the candle stick."

I see you all do. Have you ever played it? Show me how.

Now I am going to write that story on the blackboard and see if you can find *Jack's* name.

Teacher writes. Children watch eagerly and quickly point to Jack's name. How many times can you find Jack?

The teacher now takes out her package of name cards, chooses one and covers up Jack's name with it! "Now, who can tell who is to jump." Children read, "George be nimble," etc., the card being slipped down to cover Jack on each line. Then George suits the action to the reading. He comes out and does the jumping.

I visited Mrs. Lileon Claxton North's connecting class last year and am indebted to her for this favorite happy device in the use of this nursery rhyme in her first reading lessons. The children responded with great glee, altho sad to relate, they were all little crippled children.

Let me describe what else I saw in this same connecting class in the reading lesson.

As I entered the room the first thing I noted was placards on the principal objects in the room. The Kindergartner had written these placards very plainly in script and placed them on or near the object they named. Some of the words that caught my eye were "door," "chair," "desk." On the blackboard a row of familiar animal pictures appeared with the name of each animal written clearly beneath.

Several nursery jingles were in evidence on charts as the book the class was preparing to use introduces reading with Mother Goose.

On the table lay several primers to which the children had been encouraged to refer as interesting picture and story books.

The day I observed, one child while looking at one of the primers exclaimed, "See, here is our story in the book!" "Is it there," said the teacher. "Let me see. I will read it all to you." Thus most naturally the book was introduced about the end of the second week.

Another device to entice the children to active interest in letters was a large box standing on the floor, on the outside of which papers from a toy picture alphabet book had been mounted. Thus the children were learning the letters too. Some of them had of course been taught them at home and were proud to teach them to their comrades. I think there is no objection to utilizing this home knowledge altho it is unessential in reading at first.

In marching this day, each child carried a flag.

"Wave the flag" was written on the blackboard and all carried out the "imperative-active" method as some new genius has christened an old device.

At any rate we were impressed that this particular connecting class was an exceedingly active one. There was strict order and attention at times, but the tension was often relieved in such tactful ways that one could well realize what is meant by the *artist-teacher.*

No suggestion made by a child was ignored. Every little thought ventured, the teacher turned to account. The new atmosphere of a reading class was paramount, but the old spirit of the kindergarten was there as well.

(To be continued.)

ACTIVITIES OF THE BUREAU OF EDUCATION COMMITTEE

The Bureau of Education Committee of the I. K. U. has been working upon a kindergarten training course to recommend to the training teachers of the country. The course, when thoroughly discussed and completed, is to appear in the Bureau of Education bulletin on *Kindergarten Training Schools.*

The subcommittee on bulletins has completed a manuscript dealing with kindergarten-primary relations and double sessions; the subcommittee on "expert advice" is gathering interesting material to be made into circular letters and leaflets for distribution; and the subcommittee on literature is preparing lists of books for reading courses:—

I. For mothers:—
   a. Books giving them practical suggestions as to the best methods of dealing with the problems of early childhood—physical, intellectual, moral, and religious.
   b. Books that will acquaint them with the purposes and value of the kindergarten, and its attitude towards the problems of child life.
   c. Books that will acquaint them with some of the results of present-day child study along different lines.

II. For teachers and principals of schools:—
   a. Books that will acquaint them with the aims and methods of the kindergarten.
   b. Books that show the application of the principles which the kindergarten embodies to the work of the grade.
   c. Books that will acquaint them with the spread of the kindergarten movement.

III. For graduate kindergartners:—
   a. Books on child study and its influence in reorganizing educational aims and methods, those of the kindergarten included.
   b. Books showing tendencies in present-day education.
   c. Books on the kindergarten itself.

In response to an earnest request, the committee has formulated the following question form, and sent it to one hundred and twenty supervisors of public schools and association kindergartners:—

Inquiry into the Problems of Kindergarten Supervision

I. Extent of supervision.
1. How many kindergartens are there in your city? In how many school buildings are they conducted?
2. What is the total number of children enrolled in them the current year?
3. How many kindergarten teachers are employed?
4. How many years have you supervised kindergartens?
5. What previous experience did you have as a kindergarten teacher?
6. What general educational training have you had?
7. What special kindergarten training?
8. What salary do you receive?

II. Organization of kindergartens.
1. To what extent are you responsible for
   a. The number of sessions per day? The length of each session?
   b. The number of childen per kindergarten and per kindergarten teacher?
   c. The number of months or years the children remain in kindergarten?
   d. Deciding when children shall be promoted?
2. To what extent are you responsible for
   a. The planning of the kindergarten rooms?
   b. The provision for gardening and other outdoor work?
   c. The supply of kindergarten material?

III. The work of the kindergartens.
1. Supervisor's visits.
   a. How frequently do you visit each kindergarten?
   b. How long are your visits?
   c. What is their nature and purpose?
2. The subject matter of the kindergarten program.
   a. Do you prescribe this?
   b. If so, by what means is it presented to the kindergarten teacher?
   c. If not, how is the work to be done determined?
   d. How do you secure originality and creativeness on the part of kindergarten teachers?
   e. How do you judge of the results?
   f. Upon what point is your estimate of a kindergarten teacher's ability based?
   g. What written reports do you file in the superintendent's office?
3. Meetings and conferences.
   a. To what extent do you hold personal interviews with kindergarten teachers as a means of strengthening their work?
   b. What is the nature and purpose of the meetings you hold with the kindergarten teachers as a body?
   c. How frequently are these held? At what what time of day? For how long a period?
   d. How do you stimulate kindergarten teachers to further study?

IV. Supervision by others than the kindergarten supervisor.
1. To what extent are the kindergartens supervised by
   a. The music supervisor?
   b. The art supervisor?
   c. The manual training supervisor?
   d. The physical director?
2. To what extent do these special supervisors outline the work and set the standards in their respective lines?
3. What written reports of the kindergarten work do they make to the superintendent?
4. What meetings do they hold with the kindergarten teachers?
5. In default of such supervision, are kindergarten teachers given any help along these special lines?
6. What are the advantages and disadvantages of having the kindergartens supervised by these specialists?
7. To what extent have the grade supervisors jurisdiction over the work of the kindergartens?

V. Relation of school principals to kindergarten teachers and kindergarten supervisor.
1. To what extent is the principal of the school responsible for the quality of the work done in the kindergarten?
2. To what extent does he or the grade supervisor instruct the kindergarten teachers in the work and methods of the grades for which they are preparing the children?
3. How and when is such instruction given?
4. To what extent does the school principal or the kindergarten supervisor instruct the grade teachers in the purposes and methods of the kindergarten that they may know how to build upon the foundation it lays?
5. How and when is such instruction given?
6. In default of such instruction, what effort is made to unify the work of the kindergarten and that of the grades?

VI. What suggestions can you give for improving kindergarten supervision?

I look out of my window
And see the lovely stars,
Hope some day I'll know for sure,
Which is Venus—which is Mars.

I nodded to a daisy
And said, "How do you do,"
The daisy nodded back, which meant,
"I'm well—hope you are too."

If I always mind my mother,
I'm sure my dolly—Sue,
Will know that I'm doing right
And try to mind me, too.

MOTHER PLAY

NUMBERING THE FINGERS

(See picture, page 1.)

BERTHA JOHNSTON.

MOTTO FOR THE MOTHER—PROSE RENDERING.

How great the Art of Counting
Man does not appreciate;
He scarcely guesses how great his achievement by which he identifies himself in space.
Yes to count correctly,—
Teaches us to choose the Right,
Teaches us to avoid the Evil,
And so gives us true joy.

SONG FOR THE CHILD.

My thumb I count as one,
The pointing-finger two,
The middle, three,
Ring-finger, four,
And five, this finger wee.
Now I've put them all to bed,
Hush! that none too early wakes!
Sleep, until the morning breaks;
Rest, each little sleepy-head!

COMMETARY FOR THE MOTHER.

I place my thumb against the index-finger, in a natural position, the nail turned slightly upward. With the counting and naming successively of each of the fingers, I bend the finger named toward the palm, but so that (as the drawing shows) their joints do not cover the tip of the thumb. The hand now represents a charming whole, in which the child imagines, according to the song, that each finger is a child, and in each nail, he sees the tiny face. The artist has thus conceived and drawn the hand, or rather the little children, which it is supposed to represent.

The entire picture expresses rest, sleep; the poppies sleep, as do the five birds in the tree. But in sleep, the slumbering life merely reposes, as in number and in counting, slumber the higher meaning and significance of life. What is a poem without counting, number, measure without the poet's feeling for measure and rhythm? What becomes of the most beautiful music, the sublimest oratorio, without number, without the true sense for measure, the accurate feeling, even if unconscious of the composer and conductor? for true beat, measure, rhythm.

The miscalcultion of one day, one hour, may spoil your entire life, with a loss never again to be retreved, or but slightly; at best only at a sacrifice, even if this be but a small one.

The child seems to have a premonition of this, for who does not know what pleasure he takes in counting and how important a part so-called "counting-out" games play in his later youth.

We must therefore early seek to give true significance to his counting, and his pleasure in numbering, especially by letting him discover and comprehend their significance, in the structure of objects in nature as to number and form.

ADDITIONAL COMMENT FOR THE GRADE TEACHER.

We have now published in The KindergartenPrimary Magazine about 30 of the 49 "Mutter und Koselieder," and originally selected them upon the basis of making each one of a year's series coincide to some degree with the season's thought. But as the number is reduced it becomes more difficult to follow such a plan. In any case, no thoughtful teacher allows herself to be hampered by materials, and our readers will of course use the pictures, verses, and practical suggestions, not necessarily in any one month or week, but at such times as a particular need will suggest.

As Froebel truly says, thoughtful observers cannot fail to notice the interest little children take in counting, and also in measure and rhythm.

Darwin, in his "Descent of Man" and Herbert Spencer, in his "Illustrations of Universal Progress" make some interesting observations upon the origin of counting with primitive man, and the relation of man's sense of rhythm ot certain physiological functions, such as breathing.

Anthropologists point out that the art of enumeration originated in counting the fingers, first of one hand, then of the other, and then the toes. Traces of this are seen in the decimal system, and in the Roman numerals, which "after reaching to the number V., changes into VI.," etc. With certain races, a score, 20, —stands for "one man." Certain primitive peoples can count only as high as four. Illiterate folk find the fingers useful aids in reckoning, and travelers in foreign parts, avail themselves of their help in making purchases.

In construing Greek and Latin verse, the student realizes the importance of measure in expressing poetical feeling, and altho Walt Whitman is accused of having neglected rhythm, the careful analysist, will find that even in his apparently measureless lines, is to be found an undercurrent of rhythm. True it is, that the poet, the orator, the musical composer, all who would awaken emotions in another, either consciously or unconsciously, employ measures whose beats can be counted. In his Mother Play, "the Finger Piano," Froebel carries out more fully, this thought of te rhythm that underlies all the phenomena of Nature.

The "counting-out" games of children, such as "ena, mena, mina, mo" are supposed by some, to have originated with the custom of barbarous warfare, which counted its prisoners by tens or twenties, etc., the tenth or twentieth etc., in each case being saved; the others executed en masse.

As suggested in the Motto, counting, measuring, is one of the means by which man advances in knowledge of the world of space, and so learns better and better how to recognize his place in it, how to adjust himself to it, through choosing the good and avoiding the Evil—in other words, "counting the cost" of every choice he makes. The present war is a frightful example of the ruin wrought because mankind failed to calculate aright the cost of settling disputes by resort to arms. A miscalculation caused the wreck of the Eastland.

THE TEACHING OF A POEM

By Anna Mae Brady

Children love poems because of the rhythm, the story, and the poetic arrangement of words. The older children see all three of these things in a poem while nothing but the rhythm may appeal to the little ones. They should not be asked to memorize a poem until they are able to give the story of it or in other words until they get the thought.

There are many rhythms and jingles that the average child is capable of comprehending when he enters school. These nursery rhymes are the first things he will memorize. Many are already known to him.

Instead of memorizing all of them, he will respond to some in other ways. For instance he may tell the story by free hand cutting, clay modeling, drawing, construction work, paper tearing, dramatization, or by means of the sand table.

But we do give children from the First Grade to the Eighth poems that we do not ask them to respond to. These are given to satisfy their love for rhythm and to cultivate a taste for good poetry.

The poems from which we expect no response may be read only once or they may be read many times. But when we expect a response from the child in any way we must give the poem several times.

If it is to be memorized, the teacher must know it before she attempts to give it to the children. In the lower grades she never reads a poem but in the upper grades she occasionally does. Ofter the poem has been given several times, she questions them on it and they tell the story in their own words. If there are any difficult words she writes them on the board and brings out their meaning. Then she questions them so they answer with a phrase or a verse. They are now ready to memorize it. The teacher first says a line or a verse and the children repeat it after her.

The following is a list of poems suitable for each grade. There is one list of poems we expect some sort of response to and another for reading only .

FIRST GRADE

POEMS THE CHILDREN WILL RESPOND TO

1. The Wind—Robert Louis Stevenson.
2. The Wind—Christine Rosetti.
3. My Shadow—R. L. Stevenson
4. Foreign Lands—R. L. Stevenson.
5. The Rain—R. L. Stevenson.
6. The Lamplighter—R. L. Stevenson.

POEMS FOR READING ONLY

1. Land of Nod—R. L. Stevenson.
2. The Land of Counterpane—R. L. Stevenson.
3. Wynken, Blynken nd Nod—Eugene Field.
4. The Land of Story Books—Stevenson.
5. Foreign Children—Stevenson.
6. The Shut Eye Train—Field.

SECOND GRADE

POEMS THE CHILDREN WILL RESPOND TO

1. Pippas Passes—Robert Browning.
2. Ariel Song—Shakespeare.
3. How Do You Like To Go Up In a Swing—Stevenson.
4. Pitty Pat and Tippy Toe—Field.
5. Little Gustava—Thaxter.
6. Birdie with a Yellow Bill—Stevenson.

POEMS FOR READING ONLY

1. The Duel—Field.
2. Owl and Pussy Cat—Field.
3. "If"—Van Dyke.
4. Bed in Summer—Stevenson.
5. Sea Sick—Stevenson.
6. When I am Grown Up—Stevenson.

THIRD GRADE

POEMS THE CHILDREN WILL RESPOND TO

1. The Sun's Travels—Stevenson.
2. Seven Times One—Stevenson.
3. The Seed—Lamb.
4. The Dandelion—Anon.
5. Pop Corn—S. T. Newman.
6. David and Goliath—S. T. Newman.

POEMS FOR READING ONLY

1. Twenty-third Psalm—Bible.
2. The Village Blacksmith—Longfellow.
3. The Wreck of the Hesperus—Longfellow.
4. My Ship—Stevenson.
5. The Palm Tree—Whittier.
6. The Pied Piper—Browning.

FOURTH GRADE

POEMS THE CHILDREN WILL RESPOND TO

1. From Ghent to Aix—Browning.
2. Prayer Song—James Hogg.
3. Prayer—Coleridge.
4. September—Helen Hunt Jackson.
5. October—Helen Hunt Jackson.
6. The Wonderful World—W. B. Rand.

POEMS FOR READING ONLY

1. The Mountain and the Squirrel—Emerson.
2. The King—J. W. Riley.
3. Barefoot Boy—Whittier.
4. Little Boy Blue—Field.
5. A Sleepy Song—Bacon.
6. The Spider and the Fly—Howitt.

FIFTH GRADE

POEMS THE CHILDREN WILL RESPOND TO

1. Revenge—Tennyson.
2. The Sea—Cornwall.
3. The Wreck of the Hesperus—Longfellow.
4. Break! Break! Break!—Tennyson.
5. The Children's Hour—Longfellow.
6. Uphill—Christina Rosetti.

POEMS FOR READING ONLY

1. The Cloud—Shelly.
2. The Night Before Christmas—Moore.
3. The Psalm of Life—Longfellow.
4. The Feet of the Young Men—Kipling.
5. The Fairies of Caldon Law—Howitt.
6. The Idle Shepherd Boys—Wordsworth.

SIXTH GRADE

POEMS THE CHILDREN WILL RESPOND TO

1. The First Snowfall—Lowell.
2. The Bugle Song—Tennyson.
3. A Green Cornfield—Rossetti.
4. Tubal Cain—Mackay.
5. The Miller of the Dee—Mackay.
6. Lochinvar—Scott.

POEMS FOR READING ONLY

1. The Blind Highland Boy—Wordsworth.
2. The Chambered Nautilus—Holmes.
3. The Lady of Shalott—Tennyson.
4. Under the Greenwood Tree—Shakespeare.
5. March—Wordsworth.
6. The Song of the Chattahoochee—Lanier.

SEVENTH GRADE

POEMS THE CHILDREN WILL RESPOND TO

1. Paul Revere—Longfellow.
2. King Robert of Sicily—Longfellow.
3. The Goblin Market—Rossetti.
4. To a Waterfowl—Bryant.
5. Abou Ben Adhem—Hunt.
6. Breathes There a Man—Scott.

POEMS FOR READING ONLY

1. One Hoss Shay—Holmes.
2. The Explorer—Kipling.
3. The Raven—Poe.
4. The Man Born to be a King—Morris.
5. The Ballad of East and West—Kipling.
6. Each and All—Emerson.

EIGHTH GRADE

POEMS THE CHILDREN WILL RESPOND TO

1. Enoch Arden—Tennyson.
2. The Vision of Sir Launfal—Lowell.
3. The Courtship of Miles Standish—Longfellow.
4. The Lady of the Lake—Scott.
5. Peter Bell—Wordsworth.
6. Evangeline—Longfellow.

POEMS FOR READING ONLY

1. The Splendor Falls—Tennyson.
2. The Rime of the Ancient Mariner—Coleridge.
3. I Wandered Lonely as a Cloud—Wordsworth.
4. For A' That and A' That—Burns.
5. The Birds of Killingworth—Longfellow.
6. Hart-leap Well—Wordsworth.

Two little feet have been skipping all day,
Two little hands have been busy at play,
Two eyes and two ears, though closed for the night,
With both pop wide open with early daylight.

REBECCA STRUTTON, San Diego, Calif.

Tinkle, tinkle, hear the rain,
Falling on my window pane,
Each flower says, "I'm glad to see
The rain, which so refreshes me."

HINTS AND SUGGESTIONS



BERTHA JOHNSTON.

We will first give a few practical suggestions for occupations and plays arising from the Mother Play "Numbering the Fingers."

Let the children study the picture and tell what different things they see therein, counting the number of children, the birds, and the poppies.

Fold the hand as in picture and recite the verses. Notice, that, as the thumb is not in line with the other fingers, so one baby is in a cradle by itself. How many beds? How many children in each?

Why need of sleep? Can we sleep in dark better than in light? Should we fear the dark? Is it not a friend?

All animals and plants have sleeping-time, but some rest at night and some in daytime. Farmers even let their fields have periods of rest and recuperation. Discuss the long sleep of winter that so soon will enwrap nearly all vegetable life and many animals, such as bears.

Notice that grown birds sleep on a branch and not in a nest.

In mothers' meetings help the mothers to feel the importance of single beds wherever possible, in order that children may have most healthful sleep. Value of outdoor bedrooms for tuberculosis patients.

Symbolism of the poppy, from which morphine is made, which give patients sleep when painful operations must be performed.

PLAYS AND GAMES.

Count different objects in room. Number of windows, chairs, etc.

Count number of children singly, then by twos, threes etc. March by twos, threes, fives, etc.

Bring flowers to school, that illustrate differences in form and structure and show how the petals, sepals, stamens, etc., have numerical relations. threes, fives, etc.

All the kindergarten children place their hands upon the table, and count fingers by ones, fives, tens and the like.

Discuss importance of correct measurement of buildings, ships, bridges.

How wonderful that man can even measure the velocity of the invisible wind, and the weight of the atmosphere, and so foretell the weather. He measures the infinitesimal atoms, the distance of the stars.

Importance of correct weights and measures. Let the children play measuring games, telling how many inches in table, corners and sides to a cube, cylinder, etc.; and cutting a ball of string into various lengths for future use.

Let teacher play some marked time and the children beat time to it. March, skip, hop, in different rhythms.

Close eyes, and teacher tap a certain number of times, as children tell how many.

Children choose five to represent birds, five flowers, and five children, and all go to sleep. Also, five butterflies and five moths.

Recite "John Brown had a little Indian," some child choosing and counting as he does so, ten children from circle, who all march around single file; as music plays. Then stand, and as child counts backward, and places hand on head of each Indian successively, he retires.

Dramatize, "One, two, buckle my shoe."

Play Buz. Also spin the platter.

GIFTS AND OCCUPATIONS.

Balls—Place all in center and ask children to arrange them in rows of five, six, ten, etc., first irrespective of color, then five red, five green, etc. String beads, in numerical sequence, ccording to shape or color. Very young children will be unable to count more than two or three, at first.

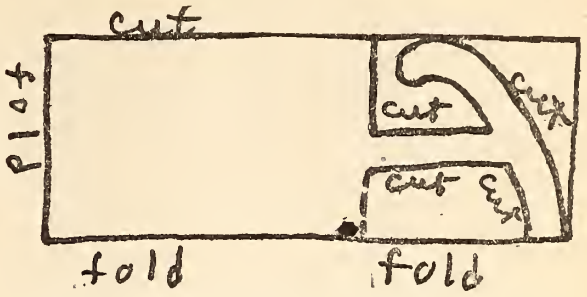
Make a procession of blocks on the table, arranged according to shape, five of one, three of another, etc. Give dictation lesson, involving counting, as, a wall so many bricks long, so many wide.

Let Second Gift Box represent boat, to be loaded with Third and Fourth Gift blocks. Who can load it most quickly and carefully, so as to get the most in, and yet have boat quite safe. Emphasize "safety first."

Let each child place his hand, with fingers extended, upon a sheet of paper, and then draw a close line around it, giving the outline of the hand. Draw the nail. Name and number each finger in the lecture orally, reciting or singing some finger play. Let the children practice this until each one can draw it neatly; then use the drawing as first page in their drawing or pasting book, as it repesents the instrument with which they do their work.

Count conspicuously the pencils, sheets of paper, and other things used this particular morning, and let the children feel that if articles are lost or abused, that extra money must be used for new ones, and that the money thus spent, might be used in other and better ways.

Cradle—Let children observe cradle in picture and try to cut one thus:



First, take a piece of paper, measuring 3¾x1 inches. Fold lengthwise once, and then fold again, end to end. Cut outline, as in drawing; open out and fold.

We have put into rhyme a common summer experience, which the children may enjoy reciting:

Birdie fell from its nest,
  In the gnarled apple tree,
Mother fluttered and chirped—
  Oh, how anxious was she!

So we picked up her babe,
  And we placed on a limb;
Soon mother was coaxing,
  Encouraging him.

"Don't be afraid,
  Tweet, tweet, tweet,
Balance and cling,
  With your sure little feet."

And soon he was safe
  In his nest in the tree,
What did he tell,
  What did he tell

To be bedfellow three?

Explain meaning of "gnarled," and discuss different appearance of trees according to manner of growth—some gnarled, some tall and stately, like poplars; some gracefully curving like elm, etc.

Let children dramatize the verses, one representing the fallen bird, some the kind people who pick it up. Another, the mother bird that flutters and coaxes it little by little up the tree to the nest. An inclined board, if available, could represent the tree-trunk and limb, leading up to a circle made of small chairs, for the next.

The tallest and the shortest people of Europe, the Norwegians and the Lapps, come from countries which adjoin each other.

He who loves goodness harbors angels, reveres reverance, and lives simply, doing good.—Whittier.

THE MONTESSORI METHOD AND THE KINDERGARTEN

By Elizabeth Harrison

I. Introduction.

Dr. Montessori's presence and addresses at the late meeting of the I. K. U. and N. E. A. have greatly renewed the interest in the Montessori method of education, and we believe the following article written by Elizabeth Harrison a year or two ago will find renewed interest among our readers.

The educational world is still eagerly discussing the comparative merits of an experiment which was made by Dr. Maria Montessori in Rome with a few poor children gathered from the tenement districts with a model tenement house recently established by an association of philanthropic Roman citizens.

Much misunderstanding prevails with regard to Dr. Montessori's work. Notwithstanding the fact that she has somewhat suddenly attained a world-wide reputation, she modestly claims to have established only one pedagogical laboratory, her idea being that many more must be established and the results compared before a scientific system of pedagogy can be worked out. She lays no claims to a new method of pedagogy, but rather to a method of a new science of pedagogy. The beginnings of this new science had already manifested themselves in education by the special attention given to physically handicapped children, to mentally defective individuals, and to moral derelicts. The same influence is observable in many other directions—in the attempts to provide a wholesome recreation for the congested sections of our great cities in the effort to deepen social life for the isolated workers in the agricultural districts; in the advocacy of farm life for boys instead of juvenile courts and houses of correction. It is also observable in the more scientific treatment of prisoners in our more advanced penal institutions. Eugenics, hygiene, anthropology, and similar studies have become topics of general interest reserved only for specialists. Better still, we are awakening to the fact that the efforts of "experimental psychology," although they have brought forth valuable by-products, have failed to reduce man to the laws of physics. The inner spirit of personality of man has refused to be reduced to the laws of mere organic matter. Dr. Montessori's work is thoroughly in accord with this principle. Notwithstanding her exacting and thorough training as a scientist, she has absolute faith in the importance of the study of the child's ego or personality and claims that it will be the chief concern of pedagogy in the near future.

Any estimate of Madame Montessori's work, to be of practical value to the mother or teacher, will necessarily involve a comparison between the Montessori method and that of the kindergarten, since the kindergarten is the only system of organized educational work for young children that has so far received general recognition. It is important to remind ourselves, however, that the welfare of the little child is of far more significance than the mere settlement of rival claims between the kindergarten and Montessori. Only by taking this larger view of the subject can we come to any just or satisfactory estimate of Dr. Montessori's education of young children, and that will be the chief consideration in this bulletin rather than an extended account of her psychological view, which is not new. It will be necessary to show, however, how the latter has shaped the former.

The contributions in Dr. Montessori's work that are of most practical value to us come largely from her training as a physician and a student of anthropology. It is doubtful if any kindergartner has made so thorough study of the physical needs of children. She has also the advantage of the scientific advance which experimental psychology has made since Froebel's day, concerning the effects of the bodily condition upon mental progress of children. Owing to her anthropological studies, she has furnished us with a very simple and easily comprehended chart, which shows the average height, weight, etc., of the normal child, at 1, 2, 3, 4, and 5 years of age, and thereby gives a standard, by means of which the abnormality of any child can be easily ascertained.

The kindergarten as organized by Friedrich Froebel in Germany in the middle of the last century has been much enriched and improved by American kindergartners. Any one who visits the average European kindergarten, where the work seems to be in an almost hopeless stage of formalism, will appreciate this fact. This is not implying a criticism upon Froebel's central thought, however, for even in America it has not been fully understood, nor carried out as it some day will be. Indeed, one of the valuable things Dr. Montessori has done has been to stir up the kindergarten world and set its leaders to thinking of their present limitations, and how they can do better work.

II. The Principle of Freedom.

The first thing to be considered in any method of training worthy of consideration is the fundamental principle on which that system is based. In Dr. Montessori's case this is easily stated. She believes that the child's inner self or personality can not rightfully be developed unless it is free to express itself undirected and unguided by another person. Therefore, she insists that each child must be allowed to be bodily free and have as much unhampered liberty of action as possible, in order that he may fully express his inner life in outer activity. The child's liberty is to be unlimited, except where it clashes with the liberty of another person or endangers life.

Dr. Montessori states in her chapter on discipline:

We call an individual disciplined when he is master of himself, and can therefore regulate his own conduct when it shall be necessary to follow some rule of life. Such concept of active discipline is not easy to comprehend nor apply. But certainly it contains the great educational principle, very different from the old-time absolute and undiscussed coercion of immobility. And such technique is necessary to the teacher who is to lead the child along such a field of

discipline, if she is to make it possible for him to continue in this way all his life; advancing indefinitely toward perfect self-mastery. * * * *

If any educational act is to be efficacious, it will be only that which tends to help toward the complete unfolding of this life; to be thus helpful, it is necessary rigorously to avoid the arrest of spontaneous movements and the imposition of arbitrary tasks. It is, of course, understood here that we do not speak of a useless or dangerous act; this must be suppressed, destroyed.

In this she differs from Froebel, who would have the mother stimulate or help to awaken the child's instincts, even in the young infant, as shown by his commentary on the little songs included in the Mother Play Songs, wherein he states that the mother's training of her child begins by thus guiding aright the first physical and spontaneous activities of his limbs. It is true that in the "Education of Man," written 10 years earlier, Froebel had said: "Education in instruction and training, originally and in its first principles, would necessarily be passive, following (only guarding and protecting), not prescriptive, categorical, interfering." This passage in Froebel's writings has perhaps caused more discussion than any one statement in any modern pedagogical writing. Yet even in the same volume Froebel modifies his statement by comparing the child's training to the trimming of the grapevine, which to bear its best fruits, must be occasionally pruned. There is also his belief in the need of a wise and patient guidance on the part of the mother, as evidenced by the Mother Play. We shall have to conclude, therefore, that absolute freedom was not intended.

Herbert Spencer exemplifies the same urging of greater liberty for the child: "The proper function of education in preparation for complete living is the free exercise of all our faculties." Many more educators could be quoted as urging greater freedom in childhood.

Undoubtedly there has been too much domineering on the part of the teacher in the past, yet must not the wisdom of the ages guide the child? Else how is he to find the "eternal verities" of life or the time-tested standards of real moral conduct? It is practically impossible to leave the child absolutely unguided and undirected. To a large degree, Dr. Montessori substitutes for personal authority, impersonal materials, which check and direct the child. Yet, even in her schools in Rome, there were times when the teacher's authority had to be used, and still remains a problem as to how far it is wise to eliminate all consciousness, on the part of the child, of intelligent authority, sympathetically applied, to his guidance and conduct.

Dr. Montessori gives an excellent illustration of the stupid hinderance which untrained or unsympathetic teachers too often impose upon children, entirely unconscious of the mischief they are doing to the young and growing life.

One day the children had gathered themselves, laughing and talking, into a circle about a basin of water containing some floating toys. We had in the school a little boy barely 2½ years old. He had been left outside the circle, alone, and it was easy to see that he was filled with intense curiosity. I watched him from a distance with great interest; he first drew near to the other children and tried to force his way among them, but he was not strong enough to do this, and he then stood looking about him. The expression of thought on his little face was intensely interesting. I wish that I had had a camera, so that I might have photographed him. His eyes lighted upon a little chair, and evidently he made up his mind to place it behind the group of children and then to climb on it. He began to move toward the chair, his face illuminated with hope, but at that moment the teacher seized him brutally (or, perhaps, she would have said, gently) in her arms and, lifting him up above the heads of the other children, showed him the basin of water, saying, "Come, poor little one, you shall see, too!" Undoubtedly, the child, seeing the floating toys, did not experience the joy that he was about to feel through conquering the obstacle with his own force. The sight of those objects could be of advantage to him, while his intelligent efforts would have developed his inner powers. The teacher hindered the child in this case from educating himself without giving him any compensating good in return. The little fellow had been about to feel himself a conqueror, and he found himself held within two imprisoning arms, impotent. The expression of joy, anxiety, and hope, which had interested me so much, faded from his face and left on it the stupid expression of the child who knows that others will act for him.

There is scarcely a supervisor of kindergartens who has not witnessed similar pathetically injurious scenes. Froebel goes even further than this when he says:

The child should, from the very time of his birth, be viewed in accordance with his nature, treated correctly, and given the free, all-sided use of his powers. By no means should the use of certain powers and members be enhanced at the expense of others, and these hindered in their development; the child should neither be partly chained, fettered, nor swathed; nor, later on, spoiled by too much assistance. The child should learn early how to find in himself the center and fulcrum of all his powers and members, to seek his support in this, and, resting therein, to move freely and be active, to grasp and hold with his own hands, to stand and walk on his own feet, to find and observe with his own eyes, to use his members symmetrically and equally. At an early period the child should learn, apply, and practice the most difficult of all arts—to hold fast the center and fulcrum of his life, in spite of all digressions, disturbances, and hindrances.

A kindergartner tells of a child about 5 years of age in her school, who, owing to the extreme wealth of his parents, had been hampered and waited upon until he was almost helpless. She described the effort which

she had made to encourage him in his attempt to put on one of his own wraps without the aid of herself or his nursery maid. She led him to watch the other children as they wrapped and unwrapped themselves and gradually succeeded in having him master the intricacies of fitting on his rubbers, putting on his overcoat and buttoning it up, pulling his hat over his ears, and slipping his hands into his gloves. One day at the close of the school, while she was busy with other duties, she heard him shouting aloud in tones of overflowing joy, "I can do it all myself! I can do it all myself!" as he danced up and down the room in excitement and glee. In telling of this incident, she said, "I never saw more pleasure expressed on the face of a child. I think no present which could have been given to him could have possibly produced such feeling. It was the joy of discovery of power within himself." To many unthinking parents and teachers these simple, ordinary exercises of self-help are looked upon as trivial, whereas in reality they are part of the discipline which produces men and women of power and resource and individuals who are fearless because they are independent.

This tendency toward freedom from rigidity is perhaps the most distinctive characteristic of modern education as compared with that which has come down from mediaeval times, and which is even yet too prevalent in many of our schools. It gives greater freedom of bodily movement, greater ease of position while studying, does away with fixed seats crowded close to fixed desks, breaks up the machinelike marching to and from classes, adds relaxation of muscles and nerves by rhythmic exercises, increases coordination of muscles and control of bodily movement by well-selected games, and brings composure of manner and self-control by the introduction of simple, dramatic plays. This thought of greater freedom is encouraged by distributing certain duties of the schoolrooms among the students and by letting the pupils formulate certain rules for their own self-government. It is the principle that allows greater initiative to pupils in discussion in the classroom; it leads to individual research work in the school library; it makes the students express themselves in their own language rather than that of the textbook, write out personal opinions or experiences, and compare information gained from new enterprises with that already known; and it encourages creative handwork, as well as original composition. To avoid running into caprice, this principle of freedom, of course, must be offset by giving to the pupils the ideal standards of each line of work by means of which they can compare their own work with that of experts.

It is impossible to resist adding a few words of the Dottoressa's protest concerning the abominable practice of giving external prizes and their detrimental effect upon the inner life. With it all true lovers of the real child will agree. She states that when we have once accepted and established these principles of developing power from within, the abolition of prizes and external forms of punishment will follow naturally. Man, disciplined, through liberty, begins to desire the true and only prize which will never belittle or disappoint him—the birth of human power and liberty within, that inner life of his from which his activities must spring.

When we realize the tremendous influence which well-deserved praise and just censure have upon the child we begin to comprehend the immorality of rewarding self-conquest and earnest endeavor (both of which are spiritual activities) by giving to the child mere external rewards. The mother who says to her little one, "If you will be good while I am away I will bring you some candy," lowers the child's standard of moral conduct to the plane of physical gratification and confuses the child's ideas of the higher and lower standards of life. The same is true of the awarding of prizes and, alas, of our universal system of grading pupils by the marking of examination papers. Here again we meet with a tremendous problem not yet solved.

This brings up the much-discussed question whether we are to have in schools arbitrary discipline or no discipline except that which comes from the deed itself or from remembrance of former experiences of failure or discomfort. The "retributory" theory has long been held by many modern educators, but it is nowhere ideally carried out, not even in these Roman schools. Still, they are an advance in the effort at self-control and self-discipline, and as such are most interesting.

This freedom, Dr. Montessori claims, is absolutely necessary for "auto-education," which is but another name for the watchword of the present-day movement in education, "self-activity," the central thought of the kindergarten, and strongly insisted upon by Herbert Spencer, Dewey, and other modern educational leaders. It is, therefore, no new doctrine; but she has a new method of procedure. In the first place, she demands that the schoolroom in which little children are placed shall have space sufficient for the children to move about in easily, and to allow them to sit, stand, walk, or lie down on the small rugs which are part of the room's furnishings. This is in order that their bodies may not be taxed by remaining in one position too long. The freedom thus given to the impulse to change the muscular strain of his body whenever the child so wishes (an excellent point) is an advance over and above the amount of freedom allowed in the ordinary kindergarten, which is still far short of the ideal kindergarten. In Rome I saw no boisterousness nor capricious use of this liberty to move about, not even when a little one chose to lie down upon the floor. The children were as natural and normal as any happy and occupied children would be in their own homes, and merely used the liberty to move about when the body seemed to demand it. Of couse, the use of small rugs on the floor, which the children unroll when they wish to use them and roll up again when they have finished using them, demands daily cleaning of the floor, a demand of common sense not always carried into execution in our schools.

(To be continued.)

KINDERGARTEN FREEDOM; MENTAL AND PHYSICAL

DORA A. MONDORE, GRAND GORGE, N. Y.

While we have much to appreciate from Montessori, it is considered that the one most valuable lesson she has taught to the kindergarten world is that of freedom. Not that she has presented a new theory; Froebel and others have suggested it; unknown teachers, perchance, have dreamed of it; but, she has taken the initiative and actually put in practice—be it perfectly or imperfectly—the idea of freedom in the kindergaten.

If our kindergartens are too formal, it is the founders of our system, not our teachers, who must bear the responsibility for this state of affairs. If the teacher forms a part of a system which is supposed to work methodically and stiffly, she, to hold this position, must act according to the restricted ideas involved in the system.

It is physical freedom which Montessori has so victoriously demonstrated. In this we can afford to watch and to learn of her.

But mental freedom, it is, by the nature of things, impossible to fully extend. The mind of the child is limited by the materials at hand. It is here that the American system is more expansive than that of Montessori; for, we believe that the story is, as it were, an educational device by means of which the child's mental view of life are enlarged—his reasoning powers drawn forth and strengthened. Not only this, but it is evident that through the story the child's vocabulary is increased and his memory trained. By eliminating stories Montessori deprives the children of mental "flights," the soaring of the imagination; thus, she extends more freedom physically than mentally.

To train the child by means of the "regulation" kindergarten material alone is an unnatural method and instead of giving freedom, is a means of retarding the child's progress. This we may ascertain by observing a child of three or four years, (kindergarten age) at home. No matter how interesting the game or problem, it is soon superseded by some new and, perhaps, larger interest. His ambitions are limitless if he is provided with the proper materials to work with. You will often find the child perfectly familiar with the name and purpose of tools which his elders are using in his presence.

Our kindergartens need not only freedom, but plenty of scope within which this freedom may express itself. For instance, if you will try placing in the hands of a child any familiar tool, you will find that he not only understands the use of the same, but you will be surprised, if not alarmed, to note the self-expression in the ingenious uses to which he will adapt the tool.

For this reason, we can perceive that the country child, tucked back among the hills out of reach of a kindergarten, has his compensations; for, as he generally lives amid the changing occupations of the farm, he draws his knowledge and experience from real life, at first hand; which is the very object our best kindergartens are struggling for.

While expounding the merits of freedom, it is only fair to state that there are primary teachers who object to the kindergarten for the reason of this liberty allowed to children, their complaint being that it unfits the child for the formalism and the restrictions of the first grade. Fortunately there is also an insistent cry, which is gradually being recognized, for more freedom in the primaries. When this normal condition is obtained for the primary children, the matter of freedom will prove self-adjusting.

To understand the spirit of freedom in the kindergarten we must think of the kindergarten as a bridge twixt home and the school-room, an avenue leading from babyhood to boyhood or girlhood. The kindergarten child is entitled to the freedom of home, but he is equally entitled to the improvement of the kindergarten. Thus, the ideal kindergarten would be home-like in atmosphere, giving the freedom which a mother ordinarily allows, with the extra advantage of kindergarten training for which many mothers lack time or knowledge or, perhaps, in a few cases, inclination.

While the child may have freedom, especially physically, to lie, sit, walk, or run, we must restrict his freedom in the form of checking wrong tendencies and inducing a proper "social" spirit.

We can do much to encourage unselfishness, kindness, forgiveness and like sentiments in the tiny child. These subtle lessons are of more value to him now than the technical knowledge which is obtained more easily, with less mental strain, in later years.

Above all, the kindergarten teacher should not take her position too seriously. If her baby pupils (and don't forget they *are* babies) do not prove to be little prodigies, let her be contented, in that she has developed their thinking powers; let her hopes rise with the joy she has found in teaching them that a smile is worth more than a frown, that life is good—full to the brim of good things, here and yet to come. If the children, by your example, by your winsomeness, have learned to feel this they have acquired that which many a full-grown man—college bred though he may be—has failed to grasp.



PUSSY

F. G. SANDERS, Toronto, Ont.

Oh! here is Miss Pussy; she's drinking her milk;
Her coat is as soft and as glossy as silk.
She sips the milk up with her little lap-lap;
Then, wiping her whiskers, lies down for a nap,
My kitty is gentle, she loves me right well;
How funny her play is I'm sure I can't tell.
Now under the sofa, now under the table,
She runs and plays bo-peep as well as she's able,
Oh, dearly I love her! You never did see
Two happier play-mates than Kitty and me.

EXPANDING THE WORK OF THE KINDERGARTEN

By Charles H. Judd

There are two fundamental principles which have guided the kindergarten in the development of its work. The first of these is the principle that a child's experience is largely determined by the sensory materials which are presented to him. So far as the kindergarten may be said to aim at intellectual training, it is guided by this first principle. Colors and forms are the contents offered to the child's thought.

There is another and entirely different principle, however, which has operated in determining much of the effort of the kindergarten. It is the principle that children ought to be initiated as early as possible into organized social relations. The plays and games of the kindergarten, even though they deal with sensory materials, emphasize the social principle.

In one sense of the word there is opposition between the principle of sensory training and the principle of social training. If one goes outside of the kindergarten movement itself, he finds many educational writers who are disposed to look upon society and its conventions of behaviour, such as the requirement that one do not run and play, and its elaborate modes of communication, such as reading and writing, as relatively foreign to the nature of the young child. The kindergarten has reflected this general attitude with regard to social life in the fact that it has not included many of the social arts, especially reading and writing, in its subject-matters of instruction. Reading and writing have been looked upon as opposed to the demand that the child get a maximum of sensory experience.

On the other hand, we find that kindergartners have always emphasized spoken language. In some cases they have recognized the fact that a child's intellectual life is dominated by the words and ideas that come to him from others rather than by colors and sounds. What has not been commonly recognized is the fact that many a child reaches the stage before leaving the kindergarten where the one great ambition of his youthful mind is to share in the more formal activities which characterize the society of his elders. Children want to write their names and they want to read, not because they see the uses of their arts, but because they see other people writing and reading.

When, therefore, we emphasize in the kindergarten the desirability of making children social in their interests, we are emphasizing a very natural interest. But we ought to go further than we do; we ought to recognize the fact that this social interest will determine the types of thought and intellectual development which are going on in the children. Children do not think chiefly about colors and sounds. They think chiefly about people and their doings.

If we go back in our analysis of the child's experience to the time when he first begins to realize something of the world outside of himself, we recognize at once that it is people who constitute the first objects of discrimination. The world with all its sounds and movements breaks up into people and the rest of the blurred background of human life. This is in no way a denial of the principle that the child gets his experience through his senses; it is merely assumption that the child's senses are unsocial. The child uses his senses in learning about people. But he is from the first more impressed by his social environment than by any other facts about him.

Even after a child has passed out of the first stages of infancy he is interested chiefly in people. He looks at bright colors, to be sure, but he looks with redoubled attention if some one whom he recognizes has the colored object. A child will drop his own toy and demand the other toy which some one else has. The social interest is stronger than the purely sensory interest.

The argument which has been presented is intended to show that there is no reason why some children should not be introduced to reading and writing in the kindergarten. Many a child reaches in the kindergarten the stage of maturity where he wants to do what he sees his elders doing. It would be a mistake at this early age to make him write if he does not manifest an interest in writing; on the other hand, it is a fundamental mistake to keep him from writing if he wants to try. Many a child has been bored beyond measure in the kindergarten playing with balls and clubs and looking at colors and listening to sounds when what he has wanted most of all is to be like people.

Many a child reaches the stage before six years of age where he wants to write his name. He wants to know the mystery of words. Why not satisfy him? He will be using his senses, and at the same time he will be learning one of the most important lessons of social life. We introduce him to the social art of speech; why not take the next step?

I might express my plea in an institutional form. Let the wall between the kindergarten and the primary grades be broken down. Take the child as he is, and as soon as social example appeals to him give him the instruments of social communication. This may mean writing and reading in the kindergarten or it may mean emphasis on the simpler social arts for the slowly maturing children well into the first grade. To a student of children, unprejudiced for or against either, the sharp division between kindergartens and first grades seems foolish.

There is no more impressive contribution which the Montessori method has offered to kindergartners than the demonstration that little children often enjoy writing and reading as well as sensory impressions and games. Let us not overlook this lesson. The fact is that reading and writing have all along been in harmony with one of the fundamental principles of the kindergarten, namely, the principle that the child should become a part of the social organism.

Perhaps one ought to be clearer in his warning that the kindergarten age is not the age for systematic instruction of all children in reading and writing.

There are some children who are slower in interesting themselves in social examples. The kindergarten is right in cultivating in such children only the simpler social arts of oral speech. My plea is for such a change in the administration of the kindergarten that there shall be no rigid exclusion of any of the social arts which fit the needs of the children.

Perhaps my case will be made clearer by one further form in which it might be stated. Kindergartners ought to be trained in the methods of work commonly regarded as appropriate only to the primary grades. They ought to be able to teach all that is required in these grades. At present kindergartners are too often content with a very limited equipment. They know only the narrow, orthodox procedure of their own isolated division of the school. They ought to know much more. If they knew more about teaching the primary subjects, they would see the opportunity which is often presented by the rapid development of kindergarten children, and they would know how to take advantage of this growing interest in the most productive way. They would treat reading as one of the social arts, and they would help children to cultivate this art just as soon as they manifest an absorbing interest in it.—Excerpt from Address.

GRASSHOPPERS

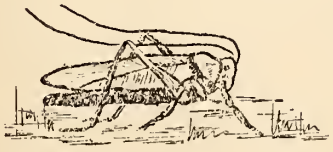
F. G. Sanders, Toronto, Ont.

If you take a walk through the field some fine day in September, you are sure to meet Mr. Grasshopper and many of his relations. If you should be wearing a light summer dress, very likely when you take it off at night, you will find that some of those insects have stolen a ride, and are still hiding in the folds of it.

But not only in the country are the grasshoppers plentiful, but we find them often in our city gardens.

If you try to hold Mr. Grasshopper, he will squirm and twist and despite all your efforts, he will get away, even if he has to leave one of his legs between your fingers.

So if you wish to examine him closely, catch him in



a net, then put him in a glass jar with a net covering, so that he may breathe freely. Several kinds of grasshoppers in separate jars will be better, for the sake of comparison.

First you will notice that the colors of the grasshoppers differ. Those that live in bushes or on trees are green, while those that make their homes on the sands of rocks ae gray or brown. Our friends of the open fields are of a reddish brown or dull green. So we see that in each case the colors is given to them for protection.

The green grasshopper is a pretty fellow, but he has a pair of sharp jaws so we will be careful how we handle him.

We are all used to the chirp or song of the grasshopper. It is caused by his rubbing one of his wing-cases against the other. It is really more of a squeak than a song.

When Mrs. Grasshopper is ready to lay her eggs, she makes a hole in the ground with the end of her



body. In this hole she deposits about a hundred tiny eggs. Then she covers them with a glue that soon hardens, and keeps them safely till they are ready to be hatched, which is not till the warm weather comes again.

The grubs of the grasshopper are much like their parents only on a smaller scale. They get their wings later on. The babies grow rapidly and as fast as their jackets get too tight for them, they slip them off and behold a new one underneath. Six times they change their jackets before they become full grown grasshoppers.

Columbus Day Greeting.

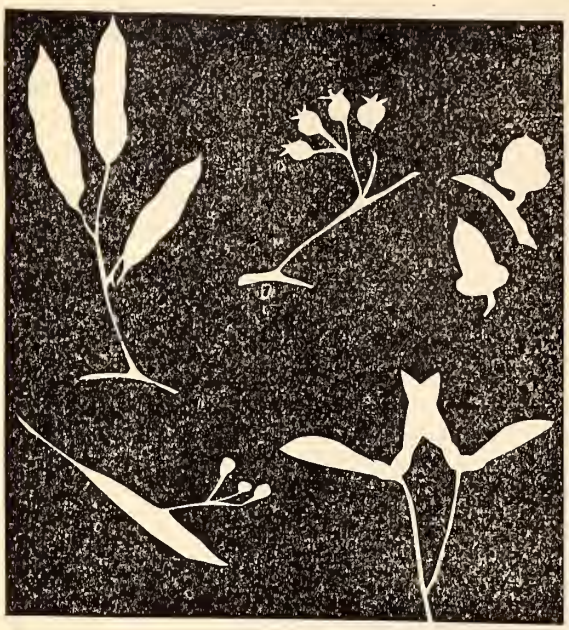
(Boy with Spanish Flag):
The Spanish flag of yellow and red,
I hold high above my head.
(Girl with tambourine):
Tinkle, tinkle, tambourine,
Spanish maidens so are seen.
(Boy with American flag):
The American flag, red, white and blue,
We will wave as a bonnie banner too.
(Girl with white flag):
I gladly wave a banner of peace,
For friendship of nations, when war shall cease.
(Spanish boy and girl):
Tinkle, tinkle, we will dance prettily,
Spanish children from over the sea.
(American boy and girl):
We will extend our hands to you,
For Columbus of fourteen hundred ninety-two.
(All joining hands):
With flags of many colors,
And tambourines so gay,
Upon Columbus Day.
We bow to you in greeting,

Children are remarkable for the telling of original stories often as dramatic as they are brief. They love colors in nature and should be given opportunity to draw and paint. Let them sing, because they love to, not merely on time to a fixed programme. More frequent periods for both study and play, as in Boston, where one-third of the day is given to play, will leave the child as fresh and happy at the end as at the beginning of the session.—Lillian B. Poor, Boston.

SEPTEMBER SEED-PODS

F. G. Sanders, Toronto, Ont.

Let children collect seed-pods.
Use them for drawing lesson,
Cutting lesson, and for nature study.
Compare shapes of seed-pods.



Show children how seeds get carried
Some with wings (maple keys)
Some by sheep (bur docks)
Some by squirrels (acorns)
Make necklaces of seeds.
Alternate dark and light seeds.
Collect melon, squash, water melon, apple seeds for chains.
Make flowers and borders by placing the seeds in patterns on paper.
Put branches of keys or small seeds behind bluid. Cut from the shadow picture.
Use seeds for counting, and teaching addition and substraction.

A COLLEGE FOR TEACHERS AT THE JOHN HOPKINS UNIVERSITY

Another step towards the creation of a teachers' college in Baltimore was taken in the recent creation of the degree of Bachelor of Science in Education, by the Johns Hopkins University. This marks a partial fulfillment of the hopes of the University which have been entertained for a number of years. As early as 1910, the university announced its desire of establishing a department for the higher training of teachers as an organic part of the university.

The curriculum leading to the new degree will be based on the college course for teachers and the summer courses. The former, which were established in 1909, are conducted during the regular session in the afternoons and on Saturdays. The latter hve been conducted since 1911. The new degree will be open to men and women on equal terms. The regulations concerning matriculation and the curriculum will be determined by a special advisory committee of the faculty. The title of director of these courses has been assigned to Professor Edward F. Buchner, who organized and has conducted both of these branches of the university's activities.

LITTLE PIECES FOR LITTLE PEOPLE

CHARADE

J. P. E.

When Tommy reads "Arabian Nights,"
Of Sindbad's first, and toils and frights,
He "makes believe" to share those pains;
And then, as stately second reigns.
Next, over Bagdad like a bird,
He soars upon the flying third.
The nursery is his realm, indeed;
A prancing whole he has for steed.

Answer:—Roc-king-horse.

TICK TOCK

Mildred Ferry.

I have a little fairy
Who lives by me each day,
And tells me all I ought to do,
At work time or at play.

When with her hands she shows the hour,
That something I must do,
She always seems to say to me,
"Be good, be kind, be true."

CLOCK PHILOSOPHY

Anna Rheiw Leimer.

"Iick," said the little clock,
"Tick-a-tock! tick-a-tock,
"Tick," said the little clock,
As it ticked the hours away.
"I am small I know, but wherever I am,
Important am I, as any man."

"Tick," said the little clock,
"Tick-a-tock! tick-a-tock!"
"Tick," said the little clock
As it stood on the library shelf.
"There's time for you and time for me,
To do our work and play with glee."

"Tick," said the little clock,
"Tick-a-tock! tick-a-tock!"
"Tick," said the little clock;
"In the world I take a part,
And always help your tasks to start,
With a happy and joyous heart."

NO. 1. GAME TO TEACH TIME

By Laura Rountree Smith

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The children skip round in a circle. They choose a child to be the Clock-Maker. He goes inside the circle, with an old clocklface, or pasteboard clock-face and hands,

He can place the hands at any hour.

The children skip round and sing, Tune, "Comin' Thru' the Rye."

Round the circle we are going,
We must tell the time,
Little hand points to the hour,
In our simple rhyme,
Big hand tells us of the minutes,
Round the old clock's face,
And both the hand from right to left,
Are running in a race.

They pause. The Clock-maker points to the hours first as, 12, 1, 2, etc., and asks, "What time is it?" The child called upon must answer correctly or go out of the game.

The Clock-maker then sets his clock at half past the hour, at quarter past, and quarter of, etc., until the children learn to tell time.

The song is sung and another child called upon each time.

The game can be played another way, a clock-face being drawn on the board, and the children standing in a line holding hands, and skipping back and forth while singing.

The clock hands can be erased and pointed at a new hour each time.

NO. 2. GAME TO TEACH DIRECTIONS

By Laura Rountree Smith

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The children stand in one line. They skip and whirl about as suggested in the song, with arms extended they wave and point east and west.

After they are familiar with the game the teacher may have them face south, and tell the other directions, face east, and tell other directions, face west, and tell other directions, always coming back to face north, and singing the song. Tune, "Lightly Row."

Face the north, face the north,
Back of you is south you know,
Right hand east, left hand west,
Skipping to and fro.
Right about face south you know,
Whirl again, toward north we go,
Right hand east, left hand west,
Skipping to and fro.

THE BROOK

I'm just a brook,
And sing my song
In every nook
The whole day long.

I babble on
O'er pebbly stones,
And lessons con
Of forest gnomes.

Who ride on toads
To their retreat,
And carry loads
Of honey sweet.

Thru forest glade
Where sun-kissed leaves
Reflect their shade
In shadow wreaths.

They sit them down
And have a feast,
Those pigmies brown
Nor care the least.

To have me watch
Their games, perchance
Some play Hop-Scotch
While others dance.

Then tired out
With play and fun
With noise and shout
They start to run.

Until they hear
The blue bells chime
Their warning clear
Of sleeping time.

Then down they fall,
On mushroom beds,
Nor heed my call
Those sleepy heads.

So on I flow
Thru banks of green,
Where daisies grow
And lilies lean.

I sing out long
And joyfully,
My only song
'Tis Harmony.



F. G. Sanders, Toronto, Ont.

Why do cats walk quietly and dogs not?

How many toes has pussy on fore foot and hind foot?

How does a cat drink milk?

How does puss clean her face?

How does a cat carry her kittens from one place to another?

What do cats like to eat?

Why can kitty see better at night?

What does a cat's eyes look like in the day-time?

What kind of a noise does a cat make?

What does a cat do when it is angry?

Can a cat climb a tree? Why can she?

What use are a cat's whiskers?

Tell what a cat's meat man is?

Write a story about a cat.

Draw a cat from life.

Cut a cat from black.

PAPER CUTTING FOR THE NUMBER LESSON

J. DUNLOP, Craighead, Tollcross, Scotland.

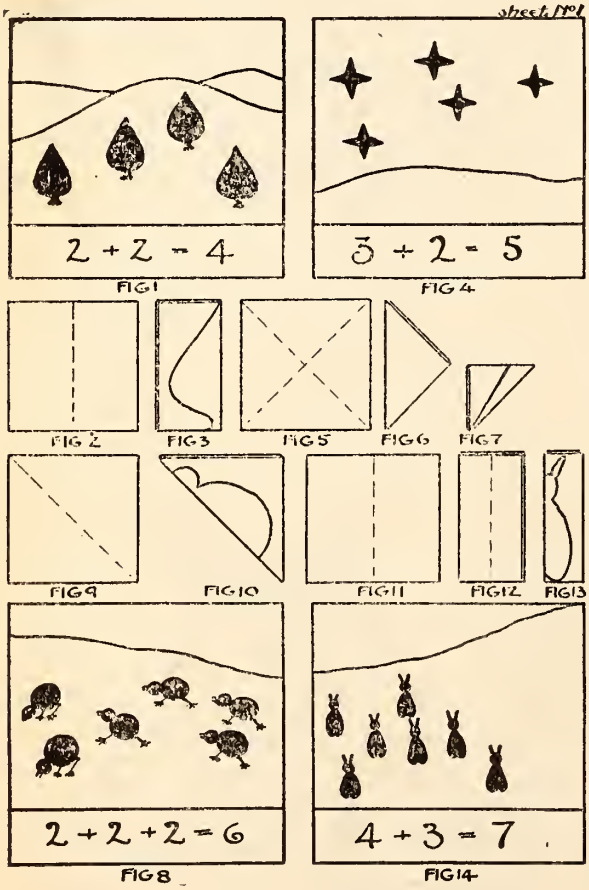
In employing the little fingers in a paper cutting lesson many of the objects can be cut from memory.

When a particularly good object has been cut it should be at once gummed into the child's kindergarten copy book.

Young children are proverbially impatient and their nterest flags unless the teacher is able to thus show that she means to preserve their work.

If the work is not mounted for a week later, the completed page arouses little enthusiasm. Another advantage is if the children are allowed to tear several examples of each pattern, they may be mounted in the page of the book as shown at sheets 1 and 2, and used for the *number* lesson.

The patterns chosen are all cut by folding the paper on the dotted lines shown and the scheme of models are:



(I) Trees.

(II) Stars.

(III) Chickens in which the beak and legs are drawn.

(IV) Rabbits.

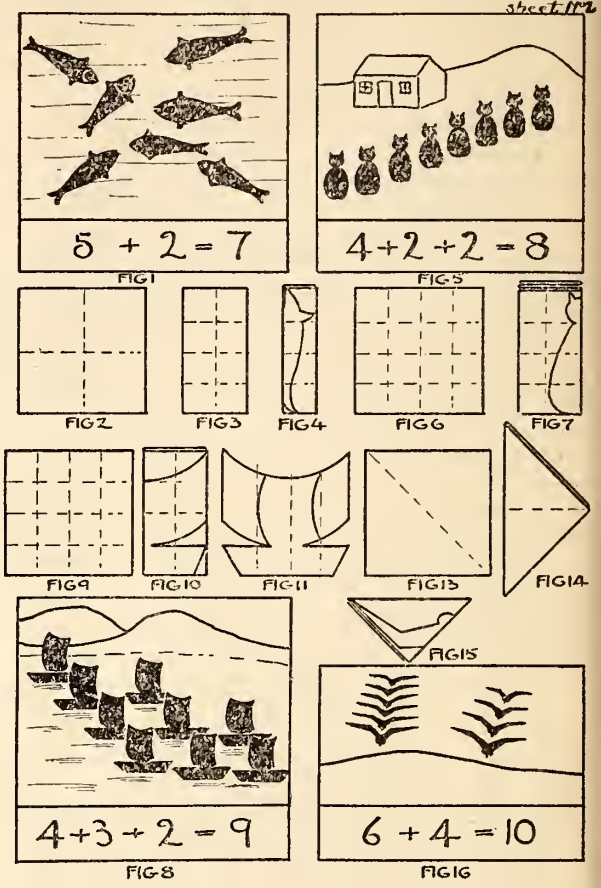
(V) Fishes.

(VI) Cats.

(VII) Fishing boats.

(VIII) Flying birds.

Each child as it finishes a page starts laying out the



various patterns in numbers which represent the total.

Thus 2 on the right and 2 on the left make 4.

With the star pattern 3 below and 2 above makes 5.

With Fig. 8, 2 picking and 2 in front running and 2 in the rear running makes 6.

Children quickly master addition in this way and in three weeks are ready to tackle multiplication.

THE TRAINING OF KINDERGARTNERS

Prof. R. G. Boone of the University, in an address at the Twenty-Second Annual Convention of the International Kindergarten Union at Oakland, California, August 20th, said in part:

"Education from the earliest years throughout the plastic period is an organic whole; only more important in earliest childhood because here are started the habits of future growth. But among kindergartners, as among other teachers, the disciplined minds have been few; they have had skill in practice, but a narrow vision; a limited education, and the experience of life that belongs chiefly to adolescents. There is needed a not less close sympathetic mastery of kindergarten practice, but a wider knowledge and general discipline to command confidence; acquaintance with modern science, especially biology and the social sciences."

TWO LITTLE TRAVELERS

REBECCA STRUTTON.

Sister and Brother were going, with their mother, for a long visit, way across the country, to the Pacific coast. Daddy accompanied them to their first change of cars, in a neighboring city and then, with much caressing, left them to continue their journey, while he returned home to "hold the house down" as he said.

The family had a cunning little room of their own, at one end of the car, with as many home comforts as one can find on a train and such funny little beds, rather like shelves, the children thought.

Little Brother felt very badly, after riding one night and wished himself back with Daddy, but Mother had nothing to do but take care of him and that was some comfort, as Sister was in fine fettle and amused herself.

After several days constantly passing cities and towns, things out of the window began to look very brown and monotonous. Finally little Brother, who had recovered from his illness, suddenly said, "Mother are we never going to see anything but sand, sand, sand?" Mother told him that was a sign that they would soon be in sunny southern California, and he was satisfied.

Aunties and uncles made the little people happy by days spent on the seashore, delightful climbs on the rocks and drives on the edge of the surf where there were lovely shells and stones to pick up. Then there were views of the sea through wonderful canyons and the towering mountains with a beautiful blue haze hanging over them.

And so, up the coast they went, visiting everywhere and making friends all the time.

Sometimes there was a very moist, shiny look to two pairs of blue eyes and once or twice those eyes looked red around the edges, but I'm not going to tell my little readers why—that is, not at present—maybe they can guess. However, after traveling as far north as Seattle, then back to San Fancisco, with several stops across country, the cities and towns of the middle west began to look natural.

One great day, when the train pulled into the large station in the city from which Daddy had started them off, one pair of blue eyes staring out of the car window, saw somebody looking intently at the train. Without a word a pair of little feet went pattering down the aisle, to the door. With a squeal of delight a little pair of arms clasped themselves around somebody's neck and in a minute, two big arms were full of two little folks and while eyes were shiny with teardrops, the smiling lips below showed that the teardrops were those of joy.

The arms in which two little wanderers cuddled were those of Daddy.

Every teacher should have a knowledge of the anatomy and physiology of the brain. Then perhaps they may look into the child's mental processes like a chauffeur examines his motor and be able to detect the fault that lies behind the rattle. All left-handed people are right-brained. If born left-handed, it is a crime to force a child to use the right hand, for it injures the power to centralize and also unfavorably affects the speech center.—Elizabeth Ross Shaw, School of Mental Measurements, Evanston, Ill.

THE DISCIPLINE OF THE KINDERGARTEN

The kindergarten when introducing play as a factor in education relcased the child "from the prisonlike discipline of the old-time school room. Dr. Eby says, "Educators have never done full justice to the service of the kindergarten to education. Whenever the kindergarten has come, mechanical teaching has disappeared." "Formerly," says Carus in "Our Children," "the teacher, or school master, was a czar, the rod his weapon; but the kindergarten is a dispensation of love, of voluntary good will, stimulating the springs that work within, which must replace the old dispensation of the rod, the law that enforces virtue by punishments and makes noble and good aspirations a burden. Old fashioned teachers clung to the methods that rendered lessons tedious; now the teacher realizes how persevering and patient children can become when interested in their work, by the use of the kindergarten system. By the influence of this method the teacher is earnest and cheerful, keeping her children buoyant and joyful, but at the same time not failing to impress seriousness."

The old method set the child to a lesson as a task; told him to learn it, filled him with fear that it would have to be recited; then tortured him in some way if he failed. Many uphold this mode of teaching by saying it prepares the child for that which he will meet later in life, when he must do the things he likes least, at command. Yes, we might gain some power of application; but is anything lasting accomplished whenever the element of fear is involved? Never. It is poor psychology, for it is unwise to develop a motive in the child that would certainly make him a slave in later life without any realization of freedom or self-development. How could the man ever hope to become his own master? Everyone must earn his living by some means, but if it be by a means in which he has not the slightest motive of interest or love he is not a free citizen and is certainly not happy. If we realize these facts, certainly we should appreciate the mode which develops freedom and happiness.

ATTEMPTING TO KEEP THE KINDERGARTENS OUT IN PORTLAND, ORE.

A week ago the school board, with all members present, voted to call a special election for September 1, to pass on the question of establishing kindergartens in connection with the Portland public schools.

Yesterday, when two members of the board were out of the city, a special meeting of the board was called and Chairman M. G. Munly and Director S. P. Lockwood, over the protests of Director Alan Welch, Portand paper.

THE INTERNATIONAL KINDERGARTEN UNION

Its Twenty-Second Annual Convention at San Francisco and the Exposition a Decided Success

Notwithstanding the great distance from the East in which the kindergarten has its greatest following, it is stated that there were over 500 delegates present.

The program as given in our June number was carried out faithfully and with but few changes.

Among the enjoyable features was a luncheon served by the members of the Golden Gate Froebel Association, and an automobile tour of San Francisco as guests of the local committee.

The Tuesday morning meeting was held at the Municipal Auditorium Theatre, Oakland. Among the addresses were the following: "Kindergarten Legislation," by Mrs. H. N. Rowell, Berkeley; Miss Lillian Clark, Los Angeles; "Reviews of Work in the Elementary Grades and Kindergartens," by Mrs. Mary C. C. Bradford, State Superintendent of Public Instruction of Colorado; Mrs. Josephine Preston, State Superintendent of Public Instruction of Washington; Miss Lillian B. Poor of Boston and Dr. C. E. Chadsey of Detroit, Mich.

"Industrial Arts and Child Study" was discussed by several distinguished educators, led by Dr. Maria Montessori. At noon the kindergartners were received by the East Bay Kindergartners at luncheon in the host section of the Auditorium.

Mrs. Marion Thomas of Chicago, Ill., was among the speakers on "Child Education—A Basis for a New Internationalism," at the 8 o'clock session. Mrs. May Wright Sewall of San Francisco and Dr. John H. Francis of Los Angeles also addressed the union.

The "International Kindergarten Union Day" was observed at the Exposition Wednesday. The delegates met at the Scott street entrance where a reception was given by Exposition officials at 9:15 o'clock. The exercises were held in Festival Hall at 9:30 o'clock. They included the presentation of a bronze medal to the Union. The response to the presentation speech was made by Mary Boomer Page, of the Chicago Kindergaretn Institute, President of the Union.

Canada, China and New Zealand were represented in the morning parade, together with practically every state in the country. Mrs. Mary Boomer Page of Boston, presided and among the speakers were Supervisor Murdock for the city and C. A. Vogelsang for the Exposition. The afternoon was spent in visiting the Educational building and other points of interest, and in the evening was given a dinner at the California building.

Saturday was N. E. A. day. Miss Catherine Watkins, of Washington, and Miss May Adair, of Philadelphia, were the principal speakers. The afternoon was spent at the exposition.

We hoped to give a more complete report of these meetings but information expected failed to reach us, even after holding the publication several days.

CONVENTION THOUGHTS

Control the child's attention and the problem of his education is solved. Determine the proper stimulating agents, and let the child create and respond freely to develop his innate powers.—Dr. Montessori.

The lack of respect for law, for parents and fellows, shown by so many modern youths, according to Gail Harrison of the San Francisco State Normal School, is due to a lack of proper discipline. Children behave as well or badly as they are expected or allowed to. In order that a child behave well before company the habit must be formed beforehand. Our modern youths need constant excitement and amusement and it is deplorable that they should give so little service in the home. Duties should be planned for the children of wealth, for fortunately, the poor have the joy of work and its discipline and therefore they are the hope of the nation. Working for purposeful self-control is the end of education.—Gail Harrison, State Normal School, San Francisco,.

It is a mistake to throw too much emphasis upon the utility of kindergarten effort, but rather more upon the creative processes. At first these may be crude, for the product does not spring forth like Minerva full grown, but gradually to the final perfection. In fact, the activity may be an end to itself.—Catherine R. Walkins, Washington, D. C.

Handwork does not drag down culture, but develops in the child not only a practical efficiency in making useful things, but the power to form his own judgment. It is better to make a kite which will fly, and have the fun of it, than to very exactly fold pretty papers for Christmas. When a child selects his own materials and tools he may blunder, but in correcting the error he has achieved something creative, freely showing his own thoughts and not merely imitating those of his teacher. How natural this is in the child's play, with dolls and the building and the furnishing of their miniature houses. It is not so much what the child knows, as his power to think and do which really constitutes education.—Marion B. Barber, Los, Angeles.

"The kindergarten training deals with practical things," said Mr. Chadsey. "It teaches the child to think for himself; to reason out his own little problems; to become skillful with the hands, which, at the same time, teaches the youngster patience; instead of giving him a book and letting him take some other person's word for it. A child is enthusiastic over kindergarten work because it is something he can understand and work out for himself. We have heretofore had too much faith in the power of the printed page. I believe that the 5, 6 and 7-year old child should be trained almost solely through nature work, stories and hand work. The child should have more freedom of action," continued Mr. Chadsey. "I think the day is not so far distant when the stationary furniture in the first four grades will give way to kindergarten furniture."—C. E. Chadsey, Detroit.

HINTS AND SUGGESTIONS FOR RURAL TEACHERS

CONDUCTED BY GRACE DOW

DEAR RURAL TEACHER.—In undertaking this department I trust that my somewhat extended experience in rural schools and my subsequent normal training and city school work may assist me in making it practically helpful to you in your work with the little children. I understand the tremendous tax upon the time of any rural teacher who is trying to do good work, the wide range of studies, the constant temptation to neglect the little ones for the apparently more pressing need of the older classes and the lack of equipment necessary for the best work. My hope is to assist you to secure better results with the small children, and I shall unhesitatingly recommend the intelligent use of kindergarten material as likely to produce the best results with least expenditure of time. How to use this material, what to select, what substitutes, etc., will be discussed from month to month in these columns.

SEPTEMBER, 1915

"Education commences at the mother's knee, and every word spoken within the hearing of little children tends toward the formation of character."

"All that's great and good is done just by patient trying."

"It is true that he who does nothing for others, does nothing for himself."

It isn't the thing you do, dear,
It's the thing you've left undone,
That gives you a bit of heartache,
At the setting of the sun.

—Margaret Sangster.

THE SCHOOL AND THE CHILD

"The enthusiasm of the young teacher is worth as much, if not more to her than the experience of an older one."

There is surely much truth in the above statement, for whether beginners or those of years of experience the majority of district school teachers take up the work under new conditions, and we know the measure of success in every case will depend upon the interest shown, or the amount of enthusiasm manifested in the work.

The first weeks of school must necessarily be spent in securing a general knowledge of the needs, as to the furnishings and equipment of the school, then a careful study of the individual cases that require special attention and patience.

No teacher can measure the part played by the school environment in the education of a child. Often a single picture in the home or school has changed the whole trend and destiny of a child's life. What then must be the influence of the furnishings and surrounding conditions of a school upon the child during the six to twelve years of the most formative period?

In schools where there are cheap pictures, soiled and torn books, poor blackboards, scratched desks, and broken walls boys and girls are sent into the world with inferior ideals, which must tend to lower the quality of the homes, and the standards of good society and citizenship.

Insist that the school house and surroundings are in perfect sanitary condition, and that you are provided with a good dictionary, a globe, a set of maps, erasers, and good crayon, also busy work for the beginners.

Toys are considered a necessity in every home. Then why send little tots to school with a book and slate to pass from six to eight weary hours? Insist upon drawing pencils, drawing paper, boxes of number and alphabet cards, and sewing cards, New material may be added to this from time to time.

Start a library if there is none, or see that a few good books are added to the one already started. Michigan teachers are urged to study the list distributed by the county commissioners, and to select those best suited to the needs of the district.

COLOR HARMONY

People generally consider the study of color harmony as a subject to be considered by the painter, the decorator, the designer, and the artist, not considering the part color plays in every individual's life.

Recently a teacher related an incident in her own life which emphasizes the fact that color does affect unconsciously even the smallest children. When in the primary she and others of her playmates disliked to see their teacher in a particular blue dress, as at such times she was unusually cross. Blue is a cold retiring color which doubtless accounts for the psychological effect mentioned.

See that the colorings in your room are shades of green, yellow, and tan. These are the colors in nature, sunshine and foliage of which we never grow weary.

Decorate your walls with a few copied paintings of the masterpieces, in colorings of rich browns, or black and white. Let all colored pictures be used for illustration and often changed. Pupils' own work may be displayed, but never left till soiled or tiresome.

GAMES

The value of games as a factor in education cannot be overestimated. Children who are slow to think, to see, or to act may be entirely transformed by playing the right kind of games.

Their sense of perception may be quickened by a game of ball, watching to catch it, or to escape a hit if he fails in so doing.

In many games the child is on the alert to hear his own name called, or to respond quickly to a tap on the shoulder. Clumsy awkward pupils become more active, less self-conscious and are able to move about more quietly after engaging in running games.

Some children, especially in country districts, have had few playmates and lack the power through timidity, selfishness, or other peculiar characteristics to co-operate with others. Playing with others develops self control and unselfishness, and these qualities are seldom found in children brought up alone or with few associates.

It is as much your duty as teachers to oversee the games both on the playground and indoors as to do your regular routine of school work.

See that all children play. Much of stubborness and sulkiness on the part of peculiar temperaments comes

from the feeling of neglect. The child should be prevented from thinking of himself apart from others.

"Come, let us play with the children," says Froebel.

Arrange for sliding boards, swings, and bean bag games in the yard. Regular games of ball may be played by the boys, and girls will enjoy the many indoor forms usually played.

READING DEVICE

After the children have read several stories, copy them on cards, and cut into separate words. Put all sentences pertaining to one story picture in envelope.

For seat work give each child an envelope telling him which lesson story his envelope contains, and ask him to make the story with the words given him. Envelopes may be exchanged from day to day till each has made all the stories. Regular boxes of sentence builders may be used for this work, the teacher selecting the words needed for special lessons studied.

NUMBER WORK

If possible provide yourself with boxes of number cards.

Besides these make sets of number cards using all combinations making 9, 10, 11, etc. Give these cards to the children, and from the boxes they are to make, examples like the ones given, and place the answers below each group.

For class work show the different combinations and have the answer given, or cover up one figure and have the missing figure given to equal the result.

Divide the class, sending them to the board, have them write all the combinations making 10, 11, etc. The side completing any set first receiving a star. The largest number of stars on either side declared the winners.

SEPTEMBER

The golden rod is yellow,
The corn is turning brown,
The trees in apple orchards
With fruit are bending down.

The gentian's bluest fringes
Are curling in the sun,
In dusty pods the milkweed
Its hidden silk has spun.

The hedges flaunt their harvest,
In every meadow nook,
And asters by the brookside
Make asters in the brook.

From dewy lanes at morning
The grapes' sweet odors rise,
At noon the roads all flutter
With yellow butterflies.

By all these lovely tokens,
September days are here,
With summer's best of weather,
And autumn's best of cheer.

—Helen Hunt Jackson.

Teach the above poem. Have each pupil make a booklet, a folder, or a calendar using something mentioned in the poem for decorating.

Older pupils may make illustrated booklets using the entire poem.

NEW KINDERGARTEN STORIES

THE LITTLE BOTTLE

By Susan Plessner Pollock

In the sitting room stood a cabinet, in which all sorts of beautiful things were kept. When the mother unlocked the door, the children usually ran quickly to look inside. It was always kept locked and the key lay in a hidden partition in mother's sewing table. Every Sunday morning it was opened, that was certain, for then the mother took out the hymn books which were used when one went to church in Lerum; they were nicely bound and must not get dusty. There were valuable things preserved in the cabinet. There was father's Bible, which as a boy, he had received from Mr. Pessumehr's; it was bound in red russian leather and had a golden clasp. The other Bible, from which father read aloud daily, lay on the bookshelf that it could be easily reached when it was wanted. In the cabinet, were besides, gilded cups and coffee pots, several fine cut glass goblets and tumblers, pretty little baskets and a little wax angel. These were all presents and remembrances. In a particular division though, were the things that belonged to the children; the dear little cap and crocheted sack which Gertrude and Herman had once worn, when each had been baptized; and there stood the little bottle, from which as little ones, they had drank, before they understood like grown-up people to drink from cups and glasses.

"The bottle shall never be used again," had always been said, "It shall, as a happy remembrance, remain standing among the beautiful things in the cabinet;" but a new Heart-leaf had come, so the bottle was again brought from the darkness of the cabinet, to the light of day. As grandmother fetched the key and unlocked the cabinet, there was great rejoicing. The children kissed their dear old friend and danced with it all about the room. While grandmother washed the bottle thoroughly with clear, fresh water and poured in milk from the large milk crock, the children ran outside and picked violets, for Spring had come. They wove them into a small wreath and tied it with a bow from the pink ribbon of doll Lizzie's sash and hung it about the little bottle's neck. Thus they celebrated the day on which it was again brought into use; it looked like a birthday child. Little brother however, knew nothing of the bottle story. "Just look at him!" said Herman, "He grabs with both tiny hands, right into the flowers." Drink, could little brother tho! this magic he did not have first to learn, as soon as he felt the rubber stopple between his lips, began such a sucking and soft grunting, with a wrinkling of his forehead and small nose, as if no one knew what hard work it was. That was another grand rejoicing. Now however, that other baby in long clothes, doll Lizzie, must also have her little bottle, that was a decided necessity. The dear grandmother

ent immediately into the lumber room and searched mong the many old things that were stored there nd sure enough, found a tiny bottle, just the size at was suited to doll Lizzie; it had once held Lily-f-the-Valley perfume. Grandmother washed the pret-y little bottle and it received a violet wreath, tied ith a bright bow, and doll Lizzie drank. Everything as just the same as with little brother, except that oll Lizzie gave no soft little grunts, nor did she rinkle her small nose, but she laughed for joy, Ger-rude saw that plainly and Herman believed it, for nyone may well laugh who receives sweet milk to rink from a little bottle.

Sent from Gotha, Germany, May 18, 1915.

KINDERGARTEN BIBLE STORIES

Dora A. Mondore, Grand Gorge, N. Y.

THE FLOOD

Long ago there lived many great men who were alled giants. They were called giants because they ere so large and strong.

But, these giants did not love God. They were so trong that they thought they could live without God.

They forgot that God made the land, the water, the lowers, and the soft, green grass. They were so busy t their work that they did not pause to thank God for he pleasant world and all the beautiful things in it. When God did kind deeds they only laughed and sang nd forgot all about Him.

They were wicked people and so God said, "I do ot want these bad people in my beautiful world. I want only the good people in the world."

So God looked all over the world until He found one good man. The good man's name was Noah. Noah oved God and tried to do just what God wanted him o do.

Noah knew that God was very kind; he knew that God made his garden grow so that his family could be fed, he knew that God watched over him, and so Noah loved God.

God told Noah to build a very large boat or ark; he must build it very strong for he would have to live on the water many days.

It took a long time to build the ark. The other people did not believe that God would send a flood; but, bye and bye, down came the rain. Day after day the rain fell from heaven until the water became very high upon the earth. Oh, how the people wished that they had built an ark, too, but it was too late for them to do so.

Higher and still higher the water rose, until every house was covered. But the rain did not fall upon Noah and his family, for they were safe in the ark. He was glad God had told him to build it.

Noah had many animals in the ark; it must have kept him busy feeding them all; and no doubt the birds became so tame that they perched upon his shoulders.

Bye and bye the rain ceased to fall. The world looked just like a large lake! There was no land in sight, for even the mountains were covered with water.

Noah sent a bird out of the ark. This bird did not return; then Noah sent a dove out of the ark. The dove flew away, searching for a tree where it could build its nest, but as it could find no land nor trees, the dove returned.

Later Noah sent the dove out again. This time the dove returned with an olive leaf and then Noah knew that the water was not so high as it had been. Some of the water had sunk into the ground; some of it had been drawn back into the heavens by the sun.

For the third time Noah sent the dove out of the ark and this time the dove flew away, never to return. Noah was glad, for he knew the dove had found dry land at last.

When God had taken the water away, Noah and his family went out of the ark. Noah opened the door and let all the animals come out. They were glad to be out-of-doors and to breathe the fresh, pure air.

God told Noah, "I will never flood the earth again. I will make a beautiful rainbow; and when you see this bright bow in the sky, remember my promise that I will never send such a flood on the earth again.

Have you ever seen the pretty rainbow which God made in the sky?

FROM CHICAGO

The Pestalozzi Froebel Kindergarten Training school, of Chicago, closed its 18th year June 3rd, by graduating a class of 49. The exercises were held at the Chicago City club. The large student choruses and the graduation address on "International Idealisms" by Dean Shailer Mathew, of the University of Chicago, were the features of the evening. The alumnae banquet preceded the exercises. The toasts and class songs were spirited and enjoyed by all.

The training school has just finished the first year in its new quarters on the lake front. The important features of the year has been the successful launching of the new Playground Workers' department, which grants a separate diploma and requires two years' training. Another feature was a course of lectures on the "Masterpieces of Literature" by Prof. Richard Moulton of the University of Chicago. His graphic interpretation of Job and searching lectures on Goethe's Faust were specially illuminating.

FRANCIS W. PARKER SCHOOL YEAR BOOK, VOLUME IV, June, 1915. 187 pages. Over 70 illustrations. Francis W. Parker School, Chicago.

This volume, prepared by the faculty of the Francis W. Parker School, Chicago, deals with "Education through Concrete Experience—A series of Illustrations." It is a distinctive contribution to literature on education, and presents in a variety of phases the work which has been carried out in this school. Those who have read Volumes I, II, and III will welcome the present volume. Those interested in the vocational aspects of education will find the book particularly helpful.

ONE HUNDRED OCCUPATIONS FOR CHILDREN'S HANDS

CAROLYN SHERWIN BAILEY.

Let the child string various objects sufficiently large to obviate all danger of eye-strain; spools of all shapes and sizes; the large wooden kindergarten beads; balls made of clay or Plasticine; large seeds which have been previously soaked to make them pliable, and buttons or button molds. As he grows expert in stringing these larger objects, he may be allowed to string articles which involve a greater degree of hand and eye co-ordination, but that which has the same quality of directness; the colored paper discs alternated with straws, which are to be found in the kindergarten supply shops; the small wooden and large glass beads. In all of these stringing plays the thread used should be so stout that it will not break easily, causing discouragement and nervous strain to the child.

Fitting objects into openings corresponding in size, or matching them according to shape, is an important and interesting play occupation. This includes fitting together nests of picture blocks; putting stoppers and corks of various sizes into empty bottles; taking off and putting on the covers of boxes; putting large colored pegs into the holes of a peg board to form different color combinations and symmetrical designs; laying, one upon another, the geometric wooden tablets that may be found in the kindergarten supply shops; handling with neatness and care knives, forks and spoons, cups, saucers, plates and other table appurtenances, and placing together those of similar size; piling together books and magazines that are of the same shape and size. Nearly all of these exercises may be carried on by the child blindfolded after he has attained perfection in doing them with his eyes open. This increases the educative value of the plays, because the muscles must respond to the memory of the visual impression instead of to the direct impulse of the visual sense.

Measuring objects is another valuable play occupation. Give the child various receptacles, such as boxes, tin cans, bottles and pails of different shapes and capacity, which he can fill and empty with sand, water, beans, dried peas or other small seeds. Give him also the colored sticks used in kindergartens and let him measure them, putting those of the same length together. He may also measure lengths of string, ribbon, tape and paper and compare the relative heights of his toys and the furniture of the house.

Sorting objects according to their main qualities of color, size or texture is an engrossing and instructive play. Colored seeds, the white, red, brown and mottled beans, red and yellow kernels of corn and squash or melon seeds may be used; or the same exercise may be carried on with the smaller colored wooden kindergarten beads and with pieces of paper of various colors. Small pieces of cloth of different quality, linen, cotton, silk, velvet, satin and wool, may be cut in equal sizes and placed in a box or bag, the child taking them out and sorting them in piles, according to texture. Pebbles may be sorted for shape, color and size, or nuts, grasses, flowers and leaves may be gathered and arranged according to kind.

The next step is to offer the child constructive play occupations, in which hand and eye must co-ordinate in more complex activities. To thread a bead upon a string involves a primitive kind of muscular reaction. To make a paper chain, the links of which are of equal width and length, involves the co-operation of eye and hand in original construction, comparison and judgment. This is the kind of play that may lead to invention in later life. At least, it will help the individual immeasurably in carrying on those activities of adult life that involve complex muscular co-ordination; the manual arts, outdoor sports, such as golf, tennis and polo, and all forms of mechanics.

Building with blocks affords valuable hand and eye training if the child endeavors to copy and reproduce in his play some forms or types of architecture with which he is familiar; the home furnishings, his house, the schoolhouse, the city hall or church. There are sets of stone building blocks so constructed that certain forms, pictures of which are given as a working basis, may be copied. Allow the child to mold small bricks from clay or Plasticine and use them for building houses, walls and other forms. Putting together picture puzzles belongs also in this important building-play.

Outline handicraft that develops the child's appreciation of form and design follows the building occupations as a natural development of hand and eye play. This includes cutting out and coloring paper dolls with paints or colored crayons; cutting and mounting pictures in a scrapbook or upon cardboard mounts; outlining pictures with kindergarten sticks; filling in outlined pictures with color; tracing simple outlines of animals, cutting them out and coloring them; free designing with the wooden or paper kindergarten tablets; cutting art forms, leaves and flowers from colored paper and mounting them to make borders; filling in stencil design with color; sewing very coarse, simple cross-stitch pictures on gingham or linen crash; free-hand drawing or painting of pictures with a carpenter's pencil; coarse paper or loom weaving, making blue prints and mounting waxed and pressed leaves.

Making toys involve, no doubt, the most complex and important kind of control of the child's muscular system.

Large cardboard boxes lined with wallpaper, with windows and doors cut in the sides and with a floor covering of cloth or woven paper, are transformed into doll's houses. The outside may be covered with brown wrapping paper and colored to represent shingles. Curtains to partition off the rooms may be made of fine paper chains, strings of glass beads or straws. Smaller cardboard boxes may be made into dolls' beds, bookcases, tables, chairs and sofas by cutting them

own to the right shape and fastening the parts together with glue or paper fasteners. Spools glued to hese boxes make the legs of chairs and tables. A ill box in combination with a spool may be made nto a little round table, a sundial or a seat for the olls' garden. The garden itself may be made in a arge box-cover lined with green crepe paper. Tissue aper flowers and trees may be glued to spools and laced here and there, and paths may be made by prinkling sand upon a coating of mucilage. Spool oxes may be made into toy farm wagons, trains, milk arts, dolls' buggies, automobiles and express wagons y using spools or milk-bottle tops for wheels and ataching them with meat skewers. Berry boxes may be sed for summer bungalows for dolls; they may be ined to make their cradles and work boxes, and natch boxes may be glued together in various ways nd upholstered to make furniture.

An attractive paper doll can be made with a buttonnold head upon which features are painted, fastened o a cardboard body. Large nuts, such as English alnuts, hickory nuts, almonds and horse-chstnuts, an also be made into character dolls by gluing a roll f white cloth to the nut to make the body and attachng two smaller rolls of white cloth to make the arms. n the case of a small, light nut such as an almond r pecan, white crepe paper instead of cloth can be sed for the body. Worsted or yarn, or even raveled wine, can be glued to the nut for hair, and the feaures may be inked or penciled on.

Among the new toys that are valuable for child lay, because they stimulate hand and eye, is a set of aper dolls, which includes patterns for garments of arious styles, as well as rolls of paper in dress deigns, little paper buttons and other paper trimmings. he books of cut-out dolls and their funiture, animals nd other toys are educational, for they involve the nuscular co-ordination of cutting to line, folding and asting to complete each object. The child welfare able and sand box are important play devices from he point of view of construction. The table is, at will, play table or a blackboard, and contains materials or all kinds of home work, including many of the eduational occupations of the kindergarten. The sand ox, which contains sand and sand tools, is used for utdoor, plastic play.

There are sets of cut-out birds and animals which nay be used as patterns from which innumerable ther birds and beasts may be constructed. There is lso a picture book which consists of an equal number f pages of colored pictures and pages, with merely he outlines of the pictures upon them. The pictures re to be cut out, mounted neatly in their respective utlines and the history of each written on the back f the page. When finished, these can be bound tocether to make the child's own book.

The old-fashioned toy knitting spool is also valuble for hand and eye training. Then there is a toy illage made of cardboard sections to be folded and itted together according to an accompanying ground plan, showing the laid-out streets, flower beds, lakes and parks.

There is also on the market a practical cart-builder having wooden sections and small wheels, by means of which a child can put together a wheelbarrow, coach, gig, machinery wagon, brick wagon, baby doll's go-cart and many other wheeled conveyances. There are twenty-five varieties of carts possible with this toy, all of which train the small builder's hands. A set of interlocking blocks allows of intricate construction that cannot be attempted with ordinary bocks. The set includes over two hundred blocks of various shapes, including curved peices for arches, doorways and windows, which may be fastened together by means of interlocking strips that allow for great variety in intricate and tall building.—From the Mothers Magazine.

THE MONTESSORI MOVEMENT

The Montessori movement, considered by many a radical departure from traditional educational methods is reviewed by Miss Anne E. George in the annual report of the U. S. Commissioner of Education recently issued. The method is summed up as "freedom for development of the child under best conditions, disturbing as little as possible but helping by every means this development."

Dr. Montessori's particular contribution to the world, according to Miss George, has been that of applying the methods of experimental science to the study of man. The Montessori's "didactic material," it is explained, tends to replace the teacher at the earliest stage of education and to make it possible for the child to accomplish his first work independently of a mature mind. "Out of such experiments and the environment that Dr. Montessori establishes," declares Miss George, "she confidently expects others to bring fresh facts, and to build up the content of scientific pedagogy through a method of research, limited by no personality, allied solely to human beings who develop in liberty."

As an instance of the crystallization of sentiment and effort in connection with the Montessori movement, Miss George describes the organization in May, 1913, at Washington, of the Montessori Educational movement based on the principles and theories of Dr. Montessori, and to assist in the establishment and maintenance of schools for children, and schools of observation and practice conducted accrding to these principles." This association now numbers approximately 700 members.

"The false ideas of nations as to what constitutes peace must be torn to pieces, and the average teacher can be instrumental in bringing about universal peace by teaching its doctrine in the schoolroom to the rising generation."—Fanny Fern Andrews.

THE many friends of Dr. Jenny B. Merrill will learn with sadness that she has been called upon to part through death with her aged mother, with whom she has been an almost constant companion for years.

NOTES FROM THE CALIFORNIA EXPOSITIONS

By Olive Wills.

No doubt the kindergarten teachers all over the country who visited the California expositions at San Francisco and at San Diego, looked for the exhibits of school work, hoping to see what California and other western states or other countries had done in any line of school work. But we were all much disappointed for only a few of the California schools had made any exhibits and of these few very little kindergarten work could be found. Of this work here are a few notes made while wandering thru, that may be of interest to those who did not go this summer.

One school showed careful arrangement in their written work that is in language or arithmetic papers, for example:

Subject

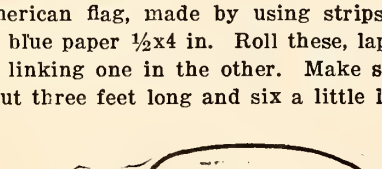
School Name

Grade Date

All this means so much in the general education of the child. It is a lesson in design as well as in neatness and thoughtfulness.

In the paper mat weaving interesting baskets were made, one, fold the mat one way then lace up the sides with raffia and leave long ends to tie together for a handle. Another cut the corners on the diagonals about 1 or 1½ inches down toward the center, lap these corners and paste.

The American flag, made by using strips of red, white and blue paper ½x4 in. Roll these, lap a trifle and paste linking one in the other. Make six white strips about three feet long and six a little less than



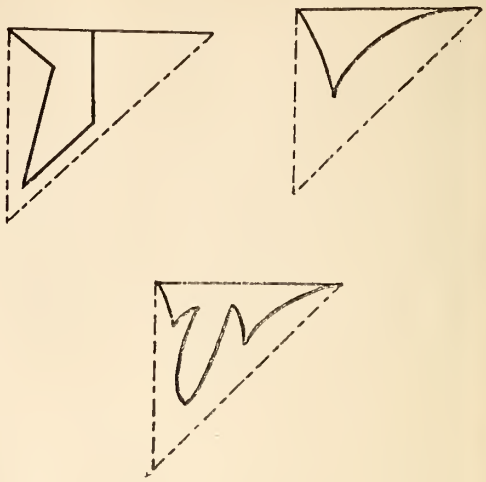
two feet. Carry out the last six strips as long as the first six with blue links, these for the blue field. Then make a strip of red links same length and finish out with the blue links. These six strips of red the full three feet. All the red and white stripes will be two links in width. Paste these on a large card and on the blue field paste tiny white stars. This would be a good problem for class work.

I also visited some very interesting doll houses made of pasteboard boxes and furnished with the children's work in construction and mat weaving.

Some pleasing surface covering design work might be interesting to little ones; was made like the well known snow flakes—purely abstract design. A four inch square fold on the diameters then again on diagonals leave folded as a triangle and cut out a form that seems to fit that square. Cut several alike then paste in rows on a soft colored back ground.

There was one moving picture exhibit there showing a model kindergarten which was interesting, but I think nothing particularly new was observed.

Thruout the exhibits there was much stress laid on the physical training of the child and the hygenic conditions of the school. The San Fancisco Exposi



tion is very large and handsome particularly, fin electrical display, while the exposition at San Dieg is small but an artistic gem with its white building of exquisite beauty set in a perfectly arrange wealth of tropical foliage.

In Los Angeles, California, they have an exhibi this summer which is wonderfully fine and ful showing all lines of school work from the kindergarte thru the grades and high school. The walls ar covered with the drawings and the manual trainin work. The sewing, cooking and shop work are item of the Sloyd of the fourth and fifth grades; particularl noticeable were the well made wooden toys, figures girls, boys and animals cut out of thin board, colore and glued onto an oblong piece so they would stan up. The spelling and arithmetic papers, the con positions, etc., were well arranged in booklets lyin on tables. A few interesting kindergarten booklet designed as a help in the use of words learned wer made of brown wrapping paper the pictures and word were cut from old magazines or catalogues and paste in the booklets. There were gardens, both flower an vegetables, books, birds and animals; people with the wardrobe, homes with furniture, each page a roo All these clippings were to be arranged and to nam and become familiar with. The covers too had simp well arranged designs.

The evolution in transportation was another inte esting problem in cardboard and paper work for your children. The old stage, the ore wagon, carriage an the automobile, the sail boat and the great steame This might be carried further as a historical study the modes of travel in the various countries. The were many, many more things perhaps even mo worthy of mention but not of immediate interest the kindergarten teacher. I have seen many scho exhibits but I must say never one more complete every topic nor more beautifully arranged.

GEMS FOR MEMORIZING

I'll be a little sunbeam true,
A tiny ray of light.
And try in all I say and do,
To make the world more bright.

I thank thee, Fathr, for the care
Which fills my life and makes it fair,
The sunshine and the pleasant rain,
The seeds which grow to golden grain,
The tender love surrounding me
For all these gifts so sent to me
I thank thee.

God made my life,
A little light
Within the world to glow,
A tiny flame that burneth bright,
Wherever I may go.

At work or at play,
In darkness or light,
Be true, be true,
And stick to the right.

Whenever I fly
From my own dear nest,
I always come back,
For home is the best.

Politeness is to do and say,
The kindest things in the kindest way.

Kind hearts are the garden,
Kind thoughts are the roots,
Kind words are the flowers,
Kind deeds are the fruits.

Good-night, slep tight,
Wake up bright, in the morning light,
To do what's right,
With all your might.

Which ever way the wind doth blow,
Some heart is glad to have it so.
Then blow it east, or blow it west,
The wind that blows, that wind is best.

All things bright and beautiful,
All creatures great and small,
All things wise and wonderful,
The good God made them all.

Golden apples hanging high,
Golden bees a-buzzing by.
Thirty golden days that fly,
That's September!

THE KINDERGARTEN AND THE ELEMENTARY SCHOOL

RANDALL J. CONDON.

How are we to relate more closely the work of the kindergarten and that of the elementary schools? Not by attempting to bridge the chasm which has separated the two, but by abolishing it; by bringing the kindergarten and the first grade into closer, more intelligent, and more sympathetic relations. This can best be done by giving the teachers of each a common point of view, through common training and frequent conferences; and, better still, by making the supervisor of kindergartens the supervisor of the first grades. The kindergarten teacher should receive some training in primary methods—the primary teacher, in kindergarten methods.

"The kindergartner should know what the primary teacher expects to do and how she is to do it, the primary teacher should know what the kindergartner does, and why she does it. While the kindergartner should take into account the work of the primary school and should without doubt modify her work to some extent from that point of view, yet we must strongly oppose any movement which tends to make the kindergarten simply a preparation for the first grade. In the largest sense it is distinctly such a preparation, but the kindergarten has its own life to live, its own function to perform, its own work to accomplish, and it must be left reasonably free to do that work in its own way.

"If the kindergarten does its work well, it will afford not only a valuable preparation for the first grade, but for all subsequent grades. The kindergarten should be considered the foundation upon which all the other grades build. There should be a kindergarten in every elementary school. It should be taken for granted that this is the way a child is to begin his school. The kindergarten should modulate from the home to the school in the most natural and helpful manner, and in addition it should begin that educational development which has a beginning but no ending. While the kindergarten has its own field and methods, and should be reasonably free to live its own life, it does not exist for itself alone, but as a part of a system of education that is incomplete without it. As such, the kindergartner and the primary teacher should clearly and sympathetically understand the other's point of view, to the end that both by working together at the common task, may so unite the kindergarten and the elementary school that the practice of one may help the other."—Excerpt from address delivered at meeting of Department of Superintendence, at Cincinnati, Ohio.

Children in the public schools of Chattanooga, Tenn., draw maps of South America on which they indicate by marks all places where goods manufactured in their city are sold.

The literature of an age is but the mirror of its prevalent tendencies.—Nation.

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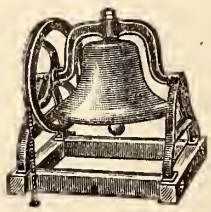
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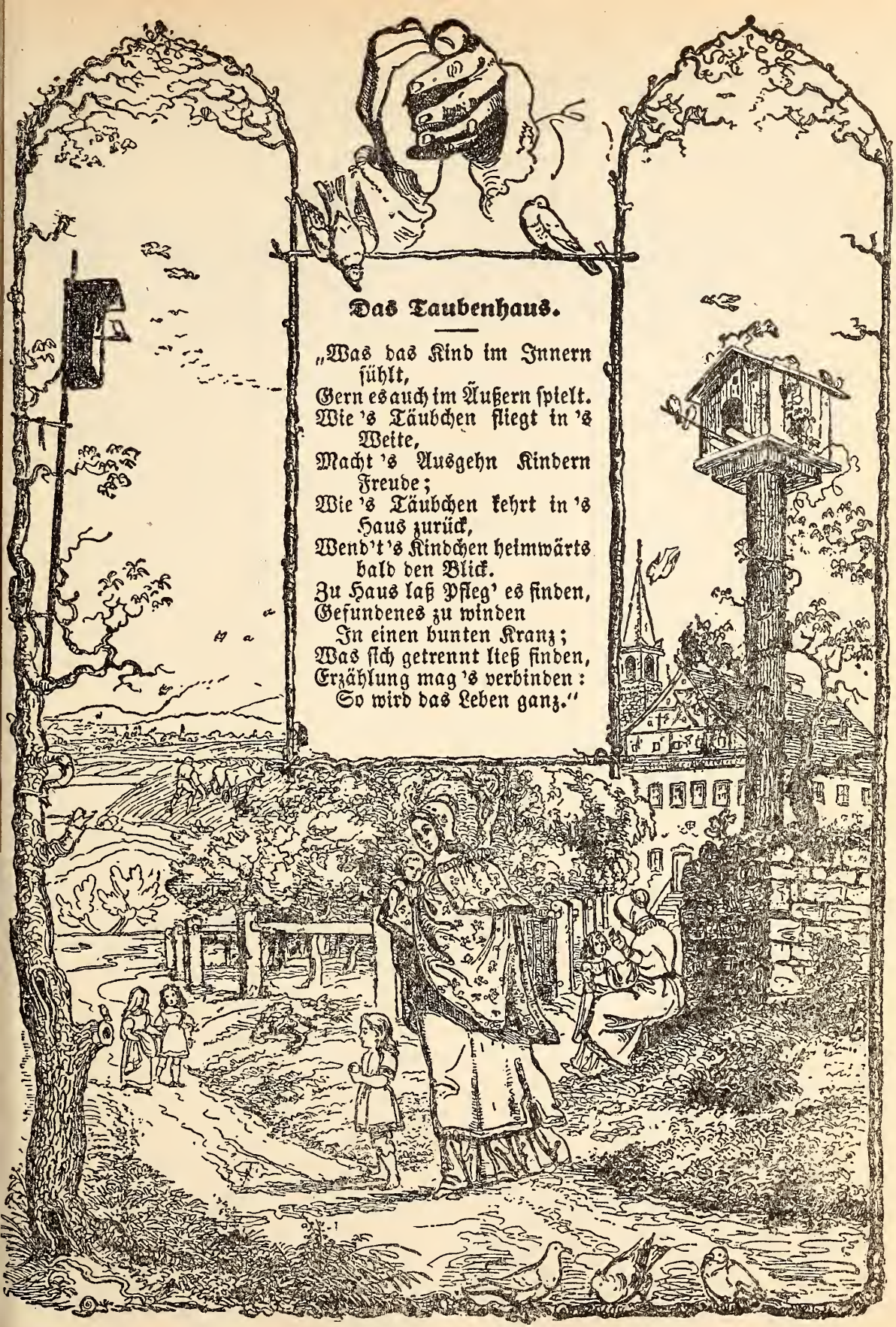
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"THE PIGEON-HOUSE"

MOTHER PLAY PICTURE

(See page 54)



THE KINDERGARTEN
—PRIMARY—
MAGAZINE



PUBLISHED ON THE FIRST OF EACH MONTH, EXCEPT JULY AND AUGUST, AT MANISTEE, MICH., U. S. A. SUBSCRIPTION PRICE, $1.00 PER ANNUM, POSTPAID IN U. S., HAWAIIAN ISLANDS, PHILLIPINES, GUAM, PORTO RICO, SAMOA, SHANGHAI, CANAL ZONE, CUBA, MEXICO. FOR CANADA ADD 20c., AND ALL OTHER COUNTRIES 30c., FOR POSTAGE.

J. H. SHULTS, MANAGER.

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October, 1915. **VOL. XXVIII—No. 2**

EDITORIAL NOTES

IT must have been some cynic who said "The only difference between a groove and a grave is the depth."

THE Kindergarten-Primary Magazine and any dollar publication in America both for $1.75.

BLESSED is that school of whose teacher it can be said "Age can not wither, nor custom stale her infinite variety."

THE *little* German boy in recounting his attainments upon entering school said: "I can't English very well." There are others.

REMEMBER, we will club the Kindergarten-Primary Magazine with any dollar publication, sending both for $1.75 per year.

IF you wish to subscribe for any publication in connection with the Kindergarten-Primary Magazine we will give you reduced rates. Write for particulars.

THE word "capacity" should never be applied in an educational sense. A cistern has capacity—a mind capability. There are minds like cisterns, filled to their brims with dates, rules and facts. A mind should be a spring, a living well of refreshing, life-giving inspiration.—Dr. Gunsaulus.

THERE has come into the parlance of schools the word "repeater" but we have limited the application of the word to pupils who are repeating the work of last year. We have not thought to apply it to those teachers who are doing their work this year exactly the same as they did it last year with "neither variableness nor shadow of turning." Blessed is that school whose teacher is not a repeater.—Ohio Educational Monthly.

SEVERAL articles intended for this issue reached us to late and will appear next month.

A LITTLE girl of twelve had seen a statement in Ruskin to the effect that everybody ought to have some knowledge of Greek and acting upon the suggestion, was poring over the Greek alphabet when a lady remarked to her that she was getting on well in her education. Whereupon the girl replied, "Why, this isn't education, this is fun." There is a moral very near the surface of this happening that school-teachers will do well to ponder.

THE combined wisdom of superintendents and boards has not yet devised a salary schedule that gives due consideration to real teaching ability and real influence in the school. Some young teachers are worth more to the school than some older ones; some women teachers are more valuable than some men; and some teachers are worth far more than others because of the extra duties they assume. An alive teacher is worth far more than a "dead" or mechanical one. The dynamic teacher is worth many times as much as the static teacher.

THE Propaganda Committee of the I. K. U. in a recent report relative to statistics relating to kindergarten progress in America shows that the growth has been entirely satisfactory. The comparison is made between 1912 and 1914. In 1914, reports of public school kindergartens were received from 1,135 cities as compared with 867 cities in 1912. The number of children enrolled was 391,143 as against 311,970 in 1912. Of kindergartens other than public 1,571 reported to the bureau as compared with 994 in 1912, and the enrollment was 74,725 as against 52,219 in 1912. The total number of children enrolled in both public and other than public kindergartens according to 1914 reports was 465,868, as compared with 364,189 reported in 1912. Thus the total gain in the number of children enrolled is 101,679.

SUGGESTIONS FOR THE OCTOBER PROGRAM

By JENNY B. MERRILL, Pd. D., New York City

Froebel reminds us of "the trinity of time," the past, the present, the future, in order that we shall think connectedly in our work with the children.

Every time we sit down to prepare our outlines for a month, we should glance backward and also forward, in order to help us secure continuity.

October, just now, stands for the *present.*

September, for the *past* month.

November, for the *future.*

Our October program to be well organized must recall *September* experiences, and also look forward to *November,* at the end of which month we reach a sort of climax in a great holiday—Thanksgiving Day.

During September we have succeeded in organizing our new kindergarten fairly well. We have learned each other's names. We have almost forgotten that we were ever strangers to each other.

We have played and sang and worked together. We have been out to the park or the woods together.

We have shared each others' toys, the ball, the block, the doll, the wagon, *together.*

We have sat in a ring and talked about our homes, our fathers and mothers and their loving care of us. We have told each other of our brothers and sisters—of "our baby."

We have talked about the days of the week, and the work each one brings at home. We have told each other about our pet bird, or our pet pussy.

We have all become interested in our own school home. We like to play in the sand. We like to draw on the blackboards. We like to walk around the room and look at the pictures on the walls. We like to help take care of the flowers and water the plants in our kindergarten room and we have picked a few flowers and gathered a few seeds in our garden.

What a busy, happy September we have had—and now comes a new month and teacher says it has a new name—*October.*

When we came to kindergarten this morning, we were sure something had happened, for there were pretty, bright leaves all around the room.

It looked like the park. There was a pretty new picture on the blackboard,

It was a squirrel climbing a tree, and there was another squirrel on the ground. There was a hole in the tree and another little squirrel was peeping out. In the ring, teacher told us a nice story. She said the little squirrels all had names. They were Frisky, Bushy and Gray. They all have *gray* fur and they all have big, *bushy* tails, and they all can *frisk* about. They are like those we saw in the park, and we are going again today to see if we can find them.

Right in the center of our ring there was a little basket of nuts.

We didn't know at first because there was a cover on the basket.

Teacher let us guess what was in the basket. She let each one of us go up to the basket, peep in and take a nut, just as if we were squirrels. Mine was a hickory nut, Annie's was a chestnut, Eddie's was an acorn. Squirrels love to eat nuts but teacher says they always hide some away for when it gets very cold there are no more nuts on the trees. Then they hunt for the nuts in their hiding places.

She let us play we were squirrels and told us to try to find a good hiding place for our nuts. I put mine in my pocket. John put his in the teacher's drawer. Teacher put hers down in the sand because she said squirrels often dig a hole and hide their nuts in the ground. Many children hid theirs in the sand.

Sometimes squirrels put nuts in a hole in a tree. I guess that is what that little squirrel is doing in the picture.

After teacher had told us all about Frisky, Bushy and Gray, she asked us how little children could play a squirrel game. I said we could run fast. George said he could climb the pole. Mary said she could play she was eating a nut. Teacher said she knew a song about a squirrel and would sing it for us if we would all come quietly and quickly like little squirrels and stand around the piano. This was the song:

"Let us chase the squirrel
Up the hickory, down the hickory,
Let us chase the squirrel
Up the hickory tree."

She sang it two or three times and we all listened because we liked it.

Then we tried to sing it. Teacher said, How will you play it? We said, Two children could chase each other around the room and they did and it was great fun. Teacher said, "They are not very much like squirrels because they are noisy!"

Now see who can run as quickly as squirrels and we tried very hard. Then we played we were all tired little squirrels and went to sleep in our chairs.

While we were resting, teacher sang another sleepy song about a squirrel.

"The squirrel's coat is a coat of gray,
Sleep, darling, sleep,
He wears it always by night and day,
Sleep, darling, sleep."

After we were all rested, teacher said we could go to the tables and draw pictures of squirrels and trees and nuts. She said we could draw a basket too, like the one the nuts were in. She said we could take our nuts out of their hiding places if we wanted to and look at them, so we could make good pictures of them. She said she was coming round to count how many nuts we made, and see if she could tell whether they were chestnuts or acorns.

We couldn't draw very good squirrels so teacher gave us each a little picture of a squirrel after we came back from the park and we pasted it on a little white card and took it home. Here it is:

NOTE—During the first week of the month, continue with other stories and songs about this exquisite little creature, so familiar to the children even in large cities.

Secure as many pictures as possible. Make a chart, or border, or stand them on the blackboard ledges.

Have several periods of clay-modeling. The children love to model animals tho the results prove crude. Many succeed well in modeling a squirrel, particularly our little Italian boys. The chestnut with its pointed end and flattened sides is a good model, too, also the rounder acorn.

If convenient place oak and chestnut leaves on the tables while the children draw, paint a model in order to bring nature and nature's beautiful forms and colors near them.

If the children see these objects in school they will note them with added interest in their walks. If they live where they never see them outside, it is more imperative to show them in Kindergarten decorations and in pictures.

SECOND WEEK

Nature interests are paramount in October. It is not possible to decide for each teacher the exact order of nature topics. Much depends upon environment, but the Kindergartner may make the environment in part by well chosen decorations and pictures.

Suppose one decides to interest the children in *the flight of birds* this week or later. Then a group of flying birds should be prominent.

All the bird books and bird pictures may be brought forward. Have a good time looking at them, telling the bird's names, their colors, their songs, where each one builds his nest. Review or re-tell the wonderful story of the egg, and how birdie grew in it, broke the shell at last, how mother-bird and father-bird cared for it. Now it is as big as the older birds. How quickly birdies grow as big as Mother!

It takes little children a long time to grow as big as their mothers and fathers.

It is getting colder now than it was. I see some of you have new warm coats. Our janitor has started the fire to keep us warm. What keeps birdies warm? Yes, their feathers do.

But when it is getting cold, some of them fly away.

Do you know where they fly to?

They go South, where it isn't so cold. They make new nests and sing to the people down South. But when it gets warm here where we live in the North they will fly back to us.

It will be easy to find an appropriate bird song.

Let the children work on the problem of a dramatic game and accept their crude suggestions, gradually modifying if necessary. Do not accompany these games always with song or piano. Introduce these formalities after the development of the game.

Perhaps telling a story, as "The Crane's Express" first, will help the children in developing a game. We want to have the children to think by encouraging them (1) to have a *purpose*, (2) by using their own ingenuity or *initiative*, (3) by letting them organize the game.

This is very different from teaching a set game at once that some one else has formulated. Try to appreciate fully the difference.

Many find it difficult to see that there is a vast difference, not in the result but in the training of the child to become a self-active being.

NOTE—Build bird-houses. Draw nests, trees, feathers of pretty colors; cut feathers; color them; model birds' nests and eggs. Blow a feather for lung exercise.

THIRD WEEK

According to locality, the teacher must decide which week will be given to *falling leaves*. Gather them all thru the month but especially note when the colors are most brilliant. Interest the children in the *rustle*. It is educative thus to note attentively the *rustle* of leaves. It is educative thus to note dainty sounds and to teach poetic words relating to them.

"Come, little leaves" said the wind one day,
"Come o'er the meadow with me and play,
Put on your dresses of red and gold,
For summer has gone and the days grow cold.

The following are a few of the pretty ways I have seen Kindergartners use leaves during September and October:

1. Children encouraged to gather leaves and bring them to Kindergarten to fill a large box. Leaves may be gathered also on Kindergarten walks, each child bringing back a handful. The box of leaves is to be emptied frequently on the floor during the morning circle to keep the falling leaves and their rustle in mind.

The children play they are the trees and the leaves are falling as they sing their fall songs. Children day by day led to those names of trees, as "I am a maple tree," "I am an oak tree. I have acorns." A few acorns may then be thrown among the leaves on the floor, etc., and the oak leaves shown.

Changes of this slight nature from day to day may be suggested by the children or Kindergartner, which will prove both interesting and instructive, as "Play we are an apple orchard." Hang the red and green balls on the trees, letting them fall as the song advances.

Gather the apples in baskets or barrels or aprons. If children know an orchard well as in the country, then the fruit and leaves may well be imaginary in this game but in cities, this realistic work is essential and should also be supplemented by pictures of orchards or if possible, an orchard should be represented simply in the sand table. Twigs may be secured and red beads or tiny balls of tissue paper fastened on them for the fruit. Paper dolls and baskets may be added and a ladder made of splints.

2. Raking up the leaves, and carrying them off in a toy wagon if someone will furnish it, gives great pleasure, and solves the problem of "clearing up." This is just as much fun if not more than playing "falling leaves" or "orchard."

Appoint workmen to bring the tools, another for the driver, etc.

Encourage the workmen to talk a little to each other, thus developing an embryo drama. Repeat 1 and 2 as many days as convenient for it delights the children and gives as real an experience of fall as city children can have.

3. Some Kindergartners end with a nut party or hunt, hiding chestnuts among the leaves and letting each child find three or four. I once saw this hunt for nuts, but was sorry to see that the children were allowed to eat them without washing them. The floor was dusty and it seemed to me a fine opportunity to introduce a *hygienic lesson* by having the nuts washed, either by each child or by dropping all into a basin and then distributing them again. Do not count the time spent in such a way lost. It is on the contrary "well spent." We are learning that "schooling" is to help us *live* wiser and better lives, cleanliness of food and hands being one of the most needed practical lessons in kindergarten days.

Leaves may be strung by the children into chains and festooned for decoration.

4. Leaves may be mounted on the window frames. These should be very carefully selected for their color and form. Let a few older children help in choosing and mounting them.

5. If plates of extra glass can be obtained, mount the leaves between the window pane and the extra plate of glass. If transparent paper is furnished, let the children imitate by making a little window with one or two pretty leaves between two sheets of the paper.

I have seen a simple frame devised and these mounted leaves held for a Christmas gift.

6. Children are often allowed to trace leaves and then color them or cut them out. They may be cut out first and then colored. Those well done may be used as a border around the room.

7. In clay work, a flat, circular plaque is modeled, and a pretty leaf pressed on it. Choose a leaf with prominent veining. The children love to see the veins and it gives them a new mature thought.

Let them hold the leaves up to the light and find the veins, then look at their own hands for another view of *veins*. Note that some leaves are shaped like our hands! They have five fingers! Try to find a sweet-corn leaf where the fine points are very marked.

8. Have the children make designs with leaves on the tables. Mounting leaves is not very satisfactory, rather use them as *tablets*.

9. Note that the curled leaf is natural and artistic. Do not press all the leaves. Have them in bunches for decoration. Train your own eye to see beauty in a dried, curled up leaf. Twine a string of dried leaves around a post if there is one in the room.

It is another practical life lesson to *use* what others throw away as useless.

NOTE—The leaf work may well be introduced in September and early October, or scattered thru the month rather than concentrated in a week.

FOURTH WEEK

Fall fruits and fall vegetables are so interesting in taste as well as in color that children will not let you wait until the last of October to talk about them. Make much of those the children bring.

Here is a red apple Bennie brought. When he brought it, was the day to tell the story of "The little red apple"—it will fit in with the song of the orchard.

Count the seeds in Bennie's apple after you have carefully cut it and shown the pretty star in the middle. Have you ever cut a very thin slice, held it up to the light and discovered the blossom form? You must cut at right angles to the stem.

Train the children to find nature's secrets in such ways and to enjoy an apple in more ways than by eating it. Tie a cord to the apple stem and twirl it to see it spin. This is a good play for home and baby. Tell of it at a Mothers' Meeting.

Later in the month tell a realistic story of "Grandpa roasting the apple," or "How I saw Mother make an apple pudding." *Make* apple sauce right in Kindergarten!

Go to the kitchen if there is one or have an impromptu one.

Have an apple party. A quarter or even half a quarter of an apple will make a little feast.

And an animal cracker if you can.

Let the children cut plates for the party and fringe napkins.

Let them begin to work towards Thanksgiving day by starting the hymn

"For the fruit upon the tree,
For the birds that sing of Thee,
For the earth in beauty dressed,
Father, Mother and the rest,
Father, we thank Thee."

The children have by this time had enough experience with the materials at hand to suggest what they can use to make apples. Divide into groups according to their choices, as:

1st table. Making apples of clay.

2nd table. Cutting apples out of red paper.

3rd table. Stitch outline of apple.

4th table. Painting apples.

Next day choose again and change occupations or improve on the same.

The peach, the plum, a bunch of grapes, the pear, may be made each in turn a center of interest.

A fruit stand may be devised. Playing sell fruits is a favorite game with balls or beads.

The children may build a little fruit stand with blocks, have a few colored beads and be happy, or a big stand may be built if there are big blocks and the children may play buy of each other. It is well known that children love to play store and sell. Much useful knowledge is acquired even tho all this play is crude.

First. The store-keeper must know the names of all the fruits. (Enlarges vocabulary.)

Second. He must decide prices.

Third. He must wrap up well his packages.

Fourth. He must be polite to his customers. He must not forget the change even tho it all be make-believe money.

NOTE—The youngest children are perfectly content with the "motions" of pretending to give money and take change. They put their hands in their pockets, (1) hand the money, (2) take the change, (3) put it away, (4)—four movements. Older children tear up bits of paper. Older yet they like to cut out several sizes in circles for coins or have printed "toy money." It is not wise to use real money in such play. It may prove a temptation.

During this month and in early November, concentrate in hand-work upon painting nd modeling, fruits and vegetables, first one and then another. It is preferable not to introduce many kinds of handwork at once.

The tomato, the pepper, the carrot, the apple, the pear, the peach, a bunch of grapes, all make interesting models for both painting and clay work.

After making large single forms, the children love to make a basket or dish and fill it with little apples, or have a dish or basket of all the different fruits.

Let them follow their own lead, suggesting only to insure a little progress from day to day. The dish of fruit may be added to dolly's house.

If other handwork is desired, it may well be *free cutting*. Furnish paper of appropriate color occasionally or cut from white and afterwards crayoning. Mount in a scrap book made of a few sheets folded by the children.

THE HALLOWE'EN PARTY

At the close of October comes the hallowe'en celebration. The children bring it into the kindergarten with its humorous side. We must meet it and raise the grotesque from a lower to a higher level.

The pumpkin makes a fine showing in paper. There is no objection to cutting eyes, and mouth as country boys do, and as city shops show in imitation.

Tell the story of the boy who was frightened by the pumpkin head on the fence, but it was only a lantern after all. Children suffer much from unnecessary fear, and many ghost stories are being brought to our country by foreigners. This may be a time to have a little fun to help dispel the fears.

Let children make big pumpkin masks of paper. Tie one on the leader and have a pumpkin march. Let each in turn be leader. Do not have more than one masked at a time.

If it is possible to have a real pumpkin, let the children see you cut it, wash the seeds. If you put in the candle, be very careful. All use of matches and open fire is questionable in a school room. I do not approve it unless it can be done in the open yard.

One Kindergartner connected a pumpkin with Cinderella's coach as the children already knew the story.

It is not a story I should tell children of this age, but mothers tell it, and the toy picture books present it in pictures at an early age. We may press the lesson of kindness to sisters.

Maud Lindsey once told me of giving every child a tiny glass slipper which became a great treasure under her skillful hand and advice. We must not expect to avoid some of these partly objectionable stories. They have survived too long to be neglected. They are classic, but we must sometimes modify them, as in letting Red Riding Hood escape—just in time.

GAMES

These have been suggested thru the week's work.

Review those of September as the children call for them.

Work up a story sequence in games and songs as one given in "Games and Songs," a selected list published by the N. Y. Public School Kindergarten Association.

HARVEST SEQUENCE

Orchard. Holiday Songs—Poulssen. Songs and Games—Walker and Jenks.

Wagon. Song Echoes. Jenks and Rust.

Train. A Baker's Dozen. Valentine and Claxton.

Selling Fruit—cart or store. Songs and Games. Walker and Jenks.

Spend game time in the open air all during this month if at all convenient. Keep aiming for out-of-door Kindergartens.

APHORISTIC MILESTONES ON THE ROAD OF THE NEW EDUCATION

III

Dr. W. N. Hailmann

The open door to self-active life is interest, a sense of worth while concerning things of environment and our activities as affecting fancied or real, momentary or more or less permanent well-being, inner and outer conduct.

Interest has emotional phases insofar as it relates to feeling, intellectual phases insofar as it is related to some more or less definite aim or object, and volitional phases insofar as it directs attention and stimulates effort.

Interest and effort are mutually sustaining factors of developing mental life. Effort reveals or establishes what interest seeks; and interest grows, is enriched, expands, deepens with the gains of effort. Interest finds content in instinctive needs and in the lessons of experience and, in turn, furnishes content to effort. Effort, on the other hand, builds the ladder by which interest ascends from caprice to prudence, from prudence to duty, from desire to aspiration.

The art of the teacher consists in guiding interest and effort in such a way that they may continuously serve the needs of unfolding, enlarging life, and in correlating them in such a fashion as to secure increasing scope, sense of power, self-reliance and good will. To confine the child to unguided interest jeopardizes development; and constrained effort, not held in tension by natural interest, arrests development.

Artificial incentives that lie outside the legitimate purposes of the mental acts involved can never take the place of natural interest. They appeal to other, usually lower motives, divert legitimate interest, breed envy and untruthfulness, suppress conscience, and thereby retard and pervert moral development.

According to Froebel, the will is born in the deed according to Ziller, it is born in the thought. With reference to will as the fundamental unconscious instinct of life to be and to become, both are wrong; for both thought and deed are children of this will. But with reference to will as conscious deliberate volition, both are at least partially right; for volitions are conceived in thought and have their full birth in the deed. In due time, under the influence of repetition, they may enter subconscious life as a habit; or subsequently, under the control of judgment, become established in character. In this form, will creates a permanent conscious attitude in life and in the utterances of life, makes of life a harmonious unit, and, properly guided, guards against temptation and delivers from evil.

The will may be conceived in its conscious phases as desire to which have been added the conviction of its attainability and the resolve to attain it: I wish—I can—I will.

In a deeper sense, we find the will permeating every phase of mental life. The self wills its sensations, its percepts, its concepts, its laws and principles; it wills its feelings and emotions; it wills its desires, its purposes, ideals and their realizations.

In intellectual work, involving chiefly attention, concentration and the like, the will is mainly inhibitory, keeping down other appeals to interest, holding down other motive; but in productive and creative activity the will becomes mandatory, seeks new resources, new motive, etc., for the enlistment of the whole man in the work in hand.

The liberation of the will means the elimination of ignorance, the establishment of insight, of ideals; the subordination of all these to reason and love. The enslaved will seeks the temporarily pleasing; the liberated, the permanently good.

Play is neither a mere means of recreation, nor the result of surplus energy, nor an echo of atavistic tendencies. All these things may be found in certain phases of it; but, essentially and always, it is the indispensable concomitant and stimulus of growth and development of the organs and tendencies involved. It is not, indeed, so much a preparation for serious life, certainly not a deliberate preparation for such purpose, but rather the in itself serious life-functioning of the organs and tendencies involved, for the sake of further development.

It is spontaneous drill under more or less instinctive impulse in the child, under deliberate purpose in the adult. Always its end is the development, maintenance or recovery of inner power.

The specific end of work is consciously sought achievement, the adjustment of environment to relatively inner need,of inner ability to the requirements of the task in hand. In its broadest sense, work is projected thought, is the purpose and completion of thought.

Play means progressive self-realization; as it culminates in art it becomes highest self-expression. Work enters as a factor into play, whenever play deals with resisting environment or inner lack of skill or power. Similarly, play enters as a factor into work, whenever this stirs sense of growing power or developing ability.

On the achievement side of thought, method should begin with play and lead the child gradually to productive and creative work, vitalized by the progressively higher phases of the play spirit. This implies a gradual transition in the chief motive of the activity from a sense of pleasure, thru a sense of necessity and corresponding duty, to the joy that attends obedience to the inner urgings of more or less ideal aspi-

ration. More and more, idealism in aim should be connected with the realism of work. Only as this is done, can work bring joy which is the humanizing factor of work. All joyless work brutalizes and enslaves.

With expanding thought the vital force of one isolated individual becomes inadequate for the purposes of complete life, and social union in purpose and action as well as sympathy in experience and thought become indispensible. Henceforth, full mental life is found not in the achievement of individual ends, but in sympathetic co-ordination of individual purpose with that of others in common social endeavor and in active mutual devotion to common worthy ideals.

Mutual adjustment to common purposes is the supreme law of social life. Education, therefore, whose chief concern is to secure such adjustment, must consider not only the exigencies of social environment, but also the individual capacities of each pupil, seeking to harmonize the interest of the individual pupil with that of the group. For the most precious thing that comes to a social group is a strong, self-reliant, generously sympathetic and aggressively helpful individuality, and to lead the young to such is the privilege and responsibility of education.

For this the school needs constant opportunity for social work in which the pupil, as leader or follower, can give himself—and the best of himself—in conscious intra-ordination to common effort in tasks which he cannot accomplish alone, yet in whose accomplishment he can feel and see that he is indispensable, that he amounts to something in his world.

OCTOBER'S APPLE STORY

J. M. Niven

Last spring when the apple trees were covered with their coats of pink and white blossoms, every one was delighted with them. They were so beautiful that many people took trips to the country to see what a whole orchard of trees in blossom looks like.

How proud the trees would have been could they have heard all the nice things that were said of them! There they stood waving their blossoms at the boys and girls, and sending their perfume broad-cast.

When you picked the blossoms you did not know that you were robbing Mother Tree of some of her children. Think of it, each, each blossom holds a baby apple. All you thought was that you would have a fine bouquet to take home with you.

Later on when the petals fell to the ground, you were sorry, but their time had come to drop off. Already the young seed, so small that it could not be seen, had begun to grow inside the flower at the bottom of those little yellow threads with the round knobs.

Yes, the baby apples began to grow. Little green things were they, "not much bigger than pills," as a little girl remarked.

Sunshine and rain came during the long summer days, and the apples grew and grew, till the branches bent towards the ground with their weight.

Then came Autumn with her color box. She passed through the orchards giving a touch here, and a touch there, and when she had finished, behold! yellow apples, red apples, russet brown apples, and parti-



colored apples. Many apple trees she left as she found them, knowing that the color of "greenings" could not be improved upon.

At last came the day when men with ladders arrived. They climbed the trees, picked each apple with the greatest care, and packing them in baskets and barrels to send to all parts of our country.

Then one evening your father brought home a basket of fine red apples. "See children," he exclaimed, "these came from the orchard you saw in blossom in Spring, we shall see now if they taste as fine as they look." That night you found out many things about an apple that you had never known before. The first thing was that there is a difference in the skins of apples, some being tougher and oilier than others, thus serving as better winter protectors.

At one end of the apple was seen a deep dent holding the stem. It was a strong stem, and needed to be strong to hold the fruit firmly to the tree, through many a gale and rain-storm of the summer.

At the other end was something black and dry. This was all that was left of the pretty blossom.

With a knife you soon cut open your apple, and father told you that the core is the seed box, and that all the rest of the apple just served as a house to keep the seed box safe.

He told you to cut another apple across the middle, and you saw that the seed-box had five rooms which cut in this way, formed a star. In each room lived a seed wrapped in a brown coat.

Perhaps you found a worm in your apple, and father explained that an insect had laid its eggs on the blossoms, and they had hatched out worms in the seeds when the fruit had formed.

He told you that Mother Tree is glad when you throw away apple seeds. If they fall where there is good soil and lots of sunshine, they will take root and in time become big Mother Trees themselves.

"Down in the dear old orchard
Where the ruddy apples grow,
See how the trees are spreading
Their branches gnarled and low.
Oh! the orchard, the dear old orchard,
Is a merry, merry merry, merry, place,
Oh! the orchard, the dear old orchard,
Is a merry, merry, merry, merry, place."

INFLUENCES OF THE KINDERGARTEN IN ELEMENTARY EDUCATION

VELVALEE BLUEHER DUKE

When thinking of the innumerable influences of Froebel and his kindergarten upon our present day educational system, I find it a task to confine myself to a specific phase. Mr. Dutton, in characterizing the "Modern School and what it Owes to Froebel and Herbart," says: "In a complete statement of what the kindergarten undertakes to do for little children, it would probably be found to contain the germ of every reform now being developed in a greater or less degree during the entire school life." Through the influenees of the kindergarten, primary work has been completely transformed. Other edueators before may have recognized such need, "But," says Professor Boone, "for its effective presentation as a working principle in the schools, educational practice is indebted to the founder of the kindergarten." Yet modern primary teachers berate the kindergarten, and appear totally ignorant that they are indebted to the founder of this institution for all progressive methods.

NATURE STUDY

"The nature study in our schools today," says Dr. Charles Eliot, is based entirely upon that principle enunciated by Froebel: and, moreover the kindergarten introduced these studies for little children before the American schools introduced them for children of larger stature and greater age." He also states, that after attending the best schools in Boston, he was unable to study a single branch of natural science until his second year as a student of Harvard. The initial efforts were very crude, not at all for the purpose of extending the field of knowledge, but merely a disciplinary method of learning and a basis for future reflection. All knowledge was obtained from a book, or from technical lectures. Specimens on the lecturer's desk were the only attempts at object-teaching. Laboratory practice and excursions, or field-trips for inquiry of things themselves as to their behavior and habitation, was unthought of. Since these conditons were existing in the highest institutions of learning, could any enlightenment be expected in the elementary grades? Why has the introduction of this been so comparatively recent? Because Froebel's teachings were neglected until brought to our attention by the kindergarten. It was the kindergartner who first introduced the excursion with beneficial results. Through this the child gained a more vital appreciation of the activity and beauties of the world about him. Now it is a common sight to see children of all grades accompanied by their teacher on such trips. These observation trips may also be utilized for the realization of the civic improvement, which is a splendid training for future citizenships.

The kindergartner was the first to realize the necessity of the child's having the real experience of planting seeds and caring for plants. This form of nature study spread very quickly; thus we have the school gardens as a direct outgrowth. They are now found in almost every school, and their importance is so greatly appreciated that the agriculture department of various governments, including our own men, will gladly send seeds and other necessary material to any teacher for promoting this work. It has been a very successful means of instruction because the children enjoy it. I recall, while a student of the University of California, observing the gardens of the public school children on the campus. Their remarkable results were certainly due to their personal interest in the work. This element of interest was long ago recognized by the kindergartner as necessary for success in all instruction.

A device first used in the kindergarten for teaching the natural development of the country is the sand table, which is now used in the elementary and secondary schools is teaching geography as well as for nature study. Thus we realize, as Paul Monroe states, that "nature study retains a place in elementary instruction as influenced by Froebel, altogether aside from either the value of the facts taught or the symbolical spiritual import. As suggesting material for reading, writing, language work, construetive work, and number work, nature study has come to have an important function in the schools. Even when all of these ideas concerning the functions of nature study are rejected, Froebel has influenced fundamentally the conception of this study as it is conducted in all grades."

SELF-EXPRESSION

In "The Relation of the Kindergarten to the Primary School," Emma Newman says, "To Froebel belongs unquestionably the honor of flinging tradition to the winds and successfully placing such materials in the hands of the teacher and child as makes possible development through self activity." This has always been one of the chief objects of the kindergarten. Its hand-work and gifts are an outlet for the child to reproduce his knowledge and experiences in his own inherent way. The demonstration of this phase in the kindergarten led many teachers to realize that such work would be beneficial to the children of the elementary grades, interesting them for the present and preparing them for future development. Initial attempts by those who knew nothing of the possibilities of the material, developed into the objectionable "busy hour" work, which was a "pacifier" for the child—employing his hands rather than exercising his brains. These erroneous practices were corrected by adhering more closely to Froebel's principles. Now we find the child of the elementary grades skillful in making with scissors free-hand cuttings to illustrate some mental picture of his story. Paper folding, and weaving paper, cloth, and yarn are the useful forms of hand work now practiced.

Among the greatest resources of the primary teacher for gaining expression are now the sand table and the clay modeling of the kindergarten. The latter has been introduced into the schools for the blind, deaf, and dumb.

In turning to the influences that have developed handwork as a means of self expression, we find also

an extension into manual training. This idea, Samuel Parker states, "owes its development to relatively few influences, among which that of Froebel may be counted as one of the most important." H. C. Bowen confirms this fact also and says that when we consider manual training as hand-work for the sake of head-work, "it is a direct outcome of the kindergarten exercises and————as a future development of part of the kindergarten activity and creativeness, has its place as a necessary part of generl eduction." Furthermore Paul Monroe says: "On distinctly educational ground, Froebel gave to all manual and industrial training and to all forms of constructive work the place which they are coming to occupy in modern schooling." Discussion is not neccssary as to the success this subject has met, not only for itself, but also for its influence for vocational and domestic training.

SCHOOL ROOM BEAUTIFUL

One of the greatest gifts of the kindergarten to the elementary school is that of beautifying the school room. I believe that this of all the great gifts from the kindergarten is the least acknowledged and appreciated. Once we had a barren room, with perhaps a picture of some kind, but always far beyond the child's interest or understanding; occasionally a few flowers broughtby the child and stuck in any sort of a jar, to get them out of the way.

Compare this with our present schoolroom. Our pictures are the best art can produce, chosen with much care so that they appeal to the child's interests and every day experiences. These are hung on the child's horizon for his benefit and enjoyment only. Flowers and greens artistically arranged add beauty to the surroundings. But these are not all; we also find gold fish, birds, and in the proper seasons we even find bunnies, baby chicks, and silk worms.

An example of just what the kindergarten has given the elementary school is well illustrated by the primary department of a certain district. A lady, who had many years of kindergarten experience' told me of her visit to that department when the first kindergarten was established in the district. The school room walls were innocent of giving any aid to produce a pleasing interior. With the exception of a few old weaving mats, the occasional flowers on the teacher's desk were the only aid in this direction.

Now we find a decided change. The sunny rooms are decorated carefully with choice flowers and hanging baskets of greens. Such pictures as "Feeding Her Birds" by Millet, "The Age of Innocence," be Reynolds, and the "Five Senses" by Jessie Wilcox Smith, grace the walls for the child's pleasure. Seasonal blackboard borders also give a cheerful effect to the rooms. We need not go far to find the cause of the change from the cheerless school room with its atmosphere of a workshop to a cheerful room that gives joy and delight, and becomes at once a source of pride to the child. The cause certainly is the establishment and example of the kindergarten. The emphasis which kindergartners place on the making of conditions and environment for gaining better application and expression from the child is at once seized upon by the primary teachers and stamped as their own.

MUSIC

Elizabeth Harrison in an enumeration of "What the Kindergarten Has Done" says, "Music, which has played so important a part in the kindergarten is slowly but surely becoming a part of the daily exercises of the average school room." Once our primary children, if taught any songs at all, were taught those far beyond their interest and understanding. They screeched these, occasionally hitting a correct word. That the correction of errors made for a deeper appreciation in music was unheard of, as singing was then only designed for making a noise.

But when the kindergartner gave to the child a song of simple wording adapted to his interest and understanding, including a pleasing melody, action and dramatic elements, we find a decided awakening in primary music. Now we hear the children softly singing songs of their own experiences to the airs of worthy compositions. The learning of a few songs well, as advocated by the kindergartner, gives opportunity for developing a true musical appreciation. Often the songs are dramatized and costume suggestions used to add to the effect. The kindergarten use of music for disciplining and musical rhythms for relaxation is widespread.

LANGUAGE

The morning talk, which has always been such an important feature of the kindergarten, is the basis of the Language work now given in the grades. "The value" of informal conversation with children upon topics in which they are interested and concerning which they have some definite knowledge, is realized by all progressive teachers, says Elizabeth Harrison. She also states that "The morning stories of the kindergarten have led to the establishment of a regular story hour in each week's program in our more advanced schools, and have developed 'The National Story Tellers League.' The value of the story as a broadener of the interests of the children and as a means of increasing their sympathy in other modes of life than their own, has caused a supply of supplementary readers to be found in all our best schools."

This change from the old method of book studying to the active method of conversation and retelling stories is certainly an outgrowth of the kindergarten. For the purpose of language work use is also made of the kindergarten excursion. As a means of teaching language, the dramatic game is employed also. "The dramatic game," says Lucy Wheelock, "to which Froebel first gave form as a means of developing initiative, freedom, sympathy and social feeling, may be seen in any primary school today, and the spirit of the kindergarten rules in the schools."

ARITHMETIC

The teaching of arithmetic once regarded as a means of formal discipline only has undergone many changes. These changes were certainly due to kindergarten i

fluence. Adelia Hornbrook in "An Open Letter" says "Educators generally agree that formal arithmetic is not suitable for children of the first and second grades. For this reason it has been taken out of those grades in many of the best schools. But number games and occupations skillfully guided, are not only pleasing to little children but rightly used they lead to a realization of number that cannot possibly be gained by the old fashioned routine drill and enforced tasks. Each game and occupation has a specific purpose—is intended to lead the pupils to grasp some particular idea. The skillful teacher knows definitely what results she wishes to obtain in giving it, just as the skillful physician administering a drug, knows the results he desires to effect by its use. All the games and occupations are carried on in the most leisurely way, to prevent overstimulation of the children's minds and nervous system. Awful things used to be done to the nervous systems of children in schoolrooms before practical school work was influenced by the kindergarten movement and the child study movements.

DISCIPLINE

The Moslem schoolmaster demands that his pupils repeat aloud sentences from the Koran dictated by himself. Not only were religious and civil laws inculcated in this way, but also memory and power of application were trained. Was this knowledge gained by personal interest on the part of the pupils? No. The schoolmaster always held a rod long enough to reach everyone in the class. The fear of its application was his personal aid to assist their interest. The Moslem used exclusively this system of education and his people were thereby unprogressive. To the kindergarten we are indebted for the greatest of all gifts—for rescuing us from the intellectual bondage of the Moslem people, and directing all grades of instruction in the path of freedom and progress.

Therefore let us teach a child to apply himself by interesting him, "so that" as Dr. Charles Eliot says, he cannot help but apply himself to accomplish his desire. Interest the child; win him; win his attention; win his interest in you and his task————Application trained through keen desire to apply oneself will become a mental habit."

We appreciate Froebel's laws of discipline more since Dr. Montessori repainted "his sign-board" by making this thought of interest the basis of the discipline of her praiseworthy educational system, a system which has met the approval of progressive educators. Dr. Montessori would consider the person irrational who advocated the theory of breaking the child's will rather than securing effort through interest.

It was the kindergartner who, as a true student of human nature, first realized that more is gained by short periods of application to a subject, with intervals of relaxation to relieve and rest the mind than by long periods of sustained attention. Now we have the guessing and gesture of the kindergarten constantly used in our elementary grades for relaxing the mental strain upon the child who is just "entering the realm of the text book." The kindergarten method not only applies to the children of the elementary grades, but also to those of a larger growth. We now have the short period in the Grammar and the High School curriculum and intermission in the concert, play, opera or dance. The wise clergyman, orator, or professor now holds the attention of his audience by an occasional story or poem. The church services are now an alteration of scripture reading with hymn, chant or prayer.

Yet with all of these examples about us in our every day life, I fear the majority of teachers do not recognize or appreciate the value of interest as the kindergartner does.

DR. MONTESSORI.

Madam Maria Montessori the now famous kindergarten teacher of Rome, Italy, was in California this summer and with the help of intrepreters gave lectures and lessens both in the San Francisoco and San Diego expositions. In San Diego the summer normal school —Dr. E. L. Hervett, dean—was conducted in one of the buildings of the exposition. Here Madam Montessori had some of her classes. Her system of kindergarten training differs considerably from the Froebel methods. The following are a few notes gathered by a visitor in the classes:

The Montessori motto is watching, waiting and long patience in teaching. Do one thing at a time until the child is well drilled, for instance, first the little one even as young as two and one-half years is told to walk a given line daily, for a certain number of minutes—often as long as two weeks—when this is well done the teacher will emphasize lifting the head—later walking in rhythm to music, then skipping. At first no songs are given, in fact throughout few songs are taught and no fairy tales, she declares all must be truth and real—quite a revolution from the ideas of the ancient Romans who so lived in the atmosphere of mythology. She scorns some of our action songs, like the Farmer song, Jack Frost, etc., etc. There is also no constructive work, which is made so much of in our schools.

The strong emphasis in the Montessori system is on sense training, for instance by the use of sand paper, the child learns the comparative degrees, rough, smooth and so on. An interesting lessen observed was that with the insets, two boards some 18x20 ins. were fastened one on top of the other; the top one has several geometrical forms cut thru it, the square, triangle, circle, semi-circle, star and diamond shaped figures. The child blind folded is seated in front of this block and has placed with in easy reach corresponding forms exactly fitting into these openings. By the sense of touch they are to recognize the forms and set them in place, being timed in the process ; thus by many other similar exercises is the child trained in smell, taste, hearing and so on.

All common usages such as home and garden work are strongly urged for lessens in acquiring new words and placing them correctly, for example, washing, sweeping, dusting the home articles or seed planting, weeding and watering the garden.

In these kindergarten rooms there is no circle work and all the tables are small to accommodate just two children.

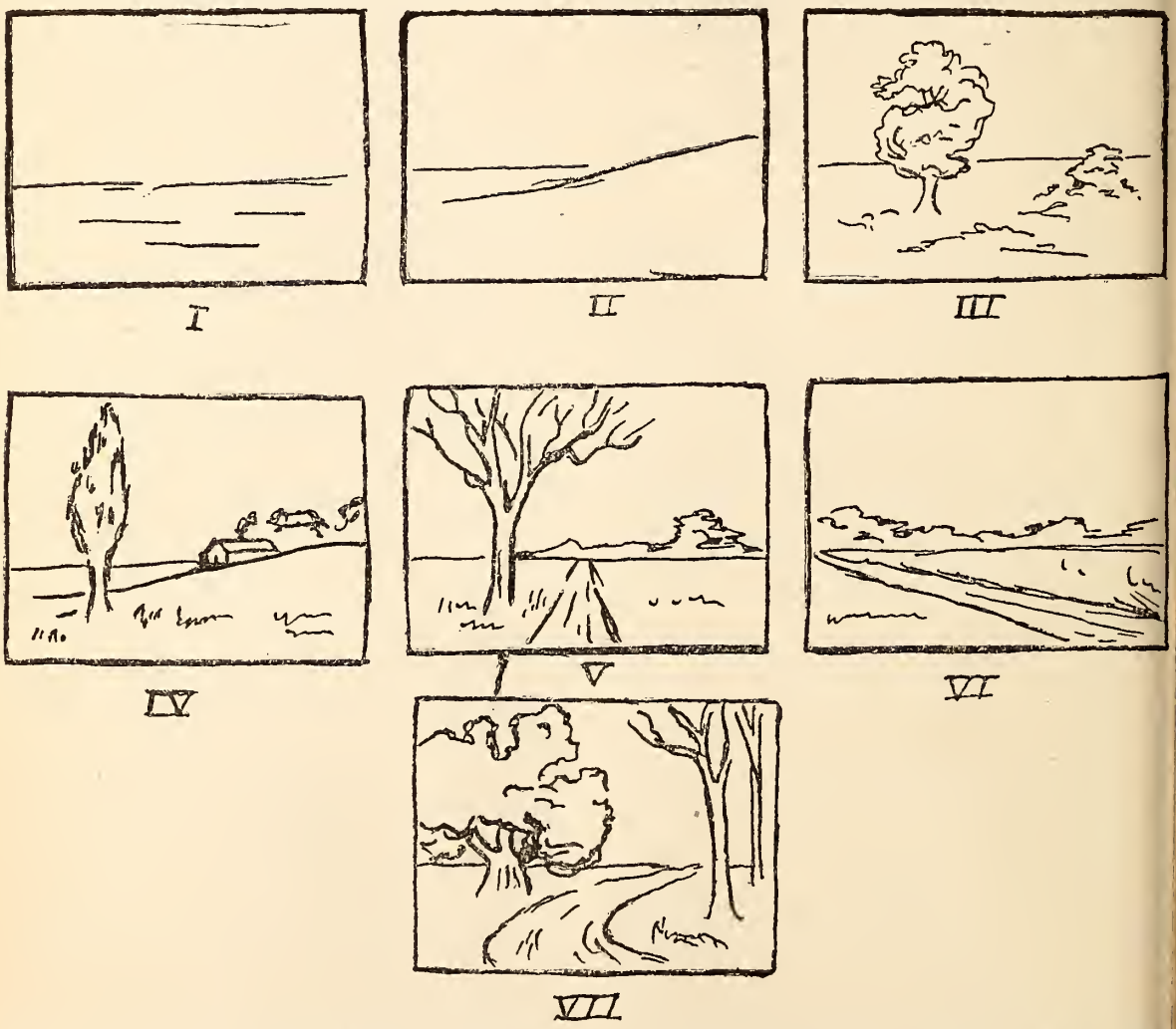
Watching, waiting, and long patience.

LANDSCAPE

Olive Wills.

Of all the seasons of the year perhaps October is the most inspiring for landscape study. This is the month when nature has been so lavish with her paint pots splashing and dashing the brilliant riches on every thing within reach of her brush. The gorgeous sunsets, purplish hazy atmosphere, the brilliant flowers, and the reds, yellows, greens and golden browns of the autumn foliage not forgetting the wealth of coloring in the ripened fruits, vegetables and grains.

Let our first lessons be a talk about the flowers, the weeds and grasses of the skies of a warm day, a cold day, a rainy or a windy day and of a sunset and sunrise. Now we will paint a sky and the lake of a clear warm day in autumn, noting carefully the shape of our picture, oblong, not square, and the placing of the horizon line a trifle below or above the middle, never cutting the picture plane thru the center. Some few artists have succeeded in making this into a good composition but there are many other elements introduced to make this pleasing. With this same proportion let us paint the cold or rainy day sky and lastly the sunset with its blending of blues into the golden and crimsen. Now a picture of sky and ground, green grass or a sand hill—following this we will introduce a tree, do not, of all things, say a tree—let us awaken more interest by attempting a distinctive tree, the poplar, pine, maple or apple tree, calling attention to the relative height and width. Perhaps contrasting the poplar and apple tree, the first tall, straight and strong soldier, the other the knarled twisted and bent old man. The placing of this tree is an interesting lesson—not to cut the picture thru the middle yet not too far to one side. If it is far to one side a small tree or brush must be placed on the other side to give a balance. Lastly we will introduce a stream or road and perhaps a house in the distance. Here our problems are multiplied. The house and trees must not be on the same level either top or bottom. The road must narrow as it approaches the horizon. A straight road thru the center is unpleasing—yet it must not cut from corner to corner.



The child will readily see that Fig. VII is more pleasing than Fig. V, VI. Notice in our landscape how the colors in the sky dominate the entire picture. For much of this work I would urge the teacher to take walks with the children, pointing out this tree, or bush, this or that color in sky and foliage. Much can be acomplished in this way to insight the child to an appreciation of the beauties of nature; even if they cannot do a perfect picture they will have the lesson in the head and heart if not in the hand.

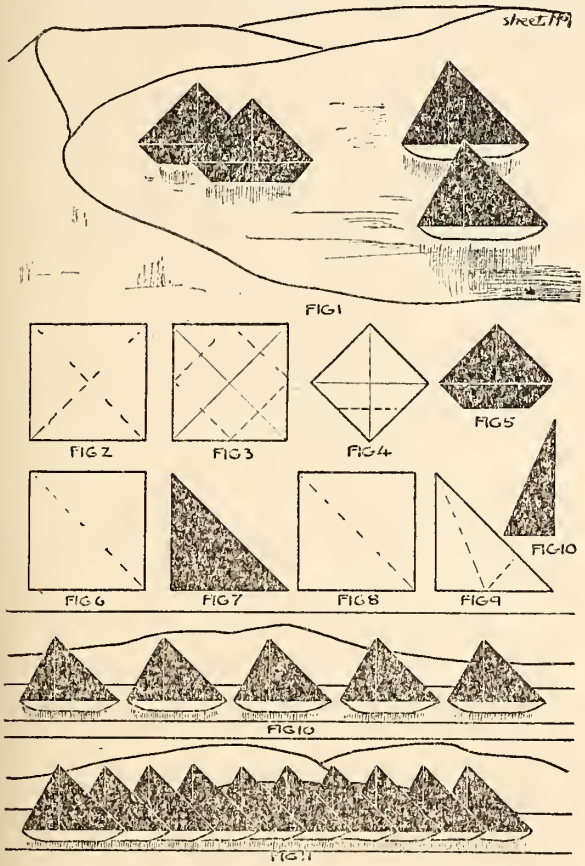
PAPER FOLDING FOR THE STORY LESSON

J. Y. Dunlop, Graighead, Tollcross, Scotland.

Naturally pictures are very generally used to connect the story lessons, sometimes pictures already in the school—often others drawn for the purpose by the teacher.

This is undoubtedly good but the plan suggested now is to have the pictures made by the class, and the story to be one form of expression of the subject of the picture.

Of course the teacher knowing the lesson, will be able to decide how the story is to be illustrated.



For quite young children the stories must appeal to them but for older children it is wise to vary the subjects as much as possible that many new ideas may be gained and that the vocabulary may be enlarged and several fresh mind pictures given.

Starting with the study of a story or a visit to the seaside a suggestive picture is shown at Fig. 1. The patterns for combined boat and sails are shown at Sheet 1, Fig. 2, 3, 4 and 5.

The patterns for the main sail Fig. 6 and 7 and the fore sail Fig. 8, 9 and 10.

After grouping those patterns as shown at Fig. 1, the underbody of the boat should be drawn in with crayon.

Fig. 10 shows a fringe of sailing yachts and Fig. 11 a similar border in which the whole work of the class might be used.

Sheet 2 shows a picture lesson on a visit to the farm.

Fig 2 shows the folds for the door. Fig. 3, 4 and 5 for the windows. Fig. 7 and 8 the folds for the roof.

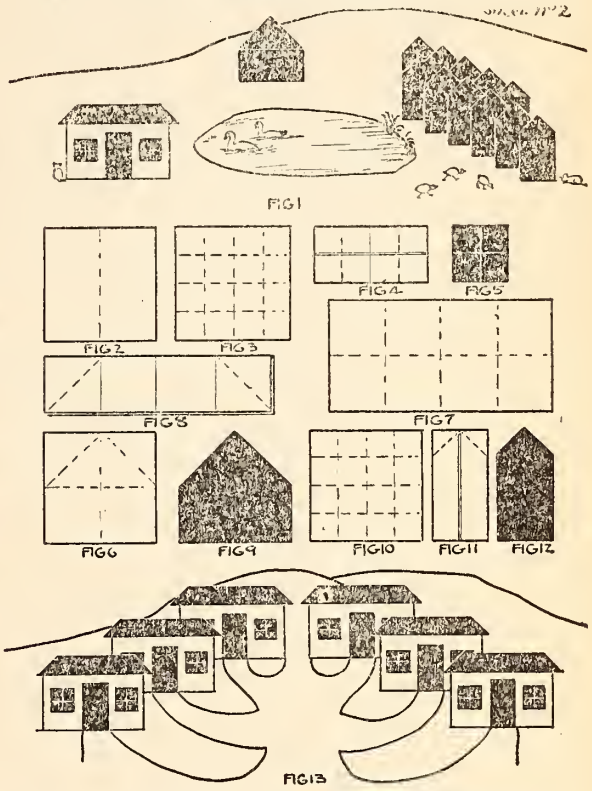
After mounting draw the ends and ground line of the house.

Fig. 6 and 9 shows the folds and pattern for the barn.

Fig. 10, 11 and 12 the folds and patterns for the stalks of hay and corn.

Fig. 1 shows the drawing complete.

Fig. 13 shows a group of cottages which would require to be mounted as in the picture of the farm and the drawing added.



HAD AN ENJOYABLE TRIP

Mrs. C. G. Hubbell of Bridgeport and Miss Mary Mills, principal of the Connecticut Froebel Normal Kindergarten Training school, have returned from a six weeks' trip to the Pacific Coast. They visited the Yellowstone National park, viewed the Canadian Rockies, saw the Great Lakes, and one of the other great wonders of America, Niagara Falls, and made stops in the principal cities both on the transcontinental trip to the Golden West and on the way home.

Would you know the baby's skies?
Baby's skies are mother's eyes;
Mother's eyes and smiles together
Make the baby's pleasant weather.

Saucy little bluebird
Singing, off he flew;
With his pretty brown vest
And his suit of blue.

NATURE STUDY IN THE KINDERGARTEN

MARGARET D. PLYMPTON.

As soon as there has been a frost heavy enough to send the nuts groundward, plan to go to the woods, and gather enough acorns and cups so that each child may have one or two of each to examine and finally own. Also gather small breakings bearing leaves and nuts, and place them about the room that the children may observe from day to day what takes place.

Observing these branches will prepare the small people for the patient observation which will be brought into action throughout the winter.

By degrees develop thought of the acorn specimens and oak leaves and compare them with other nuts and leaves.

On walks to park, or fieldward during the beautiful autumn weather call attention to the way in which the leaves are piling in layers over the ground and filling the saucer-like depressions here and there. Carefully push away some of the leaves and show the nuts which had been safely covered, before telling the children that something wonderful happens to the acorns when snugly tucked away as these were.

Seven or eight weeks after the beginning of the school year there is pretty certain to come a warm, rainy, or warm, dog-day like "spell o' weather" which will be the signal for another trip fieldward. Just as soon as the sun shines again go to the saucer-like, leaf filled places near the oak trees. With care remove the top layers of leaves until the sodden lowest one is reached. With careful fingers move away these damp leaves and find the just-sprouting acorns that lie in the "sweating warmth" of the leaves and earth.

With what questioning eyes will the children look to you for an explanation of the miracle of the sprouting nut; and with what interest and painstaking will they gather such nuts as have not yet become firmly attached to the earth and lay them upon moist leaves in your basket.

Surprise and delight will shine in every childish face the next day when the time comes for planting (laying upon the surface of the earth) their gatherings in window-box, or flower pots.

Day after day throughout the winter as the stout sprouts grow firm in the earth the children are keen to water, and report just what is taking place. When at length the "baby-tree" bud thrusts its point upward, and little by little unfolds to be followed by the gradual growth of the "to-be trunk" and first green leaves the lessons learned will have been of unquestionable value.

And to this mental gain has been added moral development through constant and regular observation; the assuming of responsibility for care of the growing things; the anticipation of what will next be disclosed, and the practice of self control which is ever guarding self against the temptation to touch, or pull up.

If it is not possible to take the children afield, the specimens may be brought in by the teacher, who will have had the joy of a trip fieldward, plus that of telling all about the experience to the children who will regard her as something a little short of marvelous for being able to obtain such wonder-treasure.

As the examination of the acorns and cups progresses, horsechestnuts should be gathered and considered too

After the acorns have been planted, and before the earth is frozen hard, plant the horsechestnuts in the school garden, being careful to place them five, or six inches deep. Mark the part of the garden-bed where the planting has been done, so that early spring cultivating for the general sowing will not desturb the germinating nuts. When the ground is "fairly open" in the spring establish regular observation periods and expect a joyous time when the "baby tree" peeps through the ground.

But the climax is probably reached when upon Arbor day the small people have trees in minlature of their own raising to set out in the school, or home yard.

It is needless perhaps to mention the pride the children display in the drawing, painting, cutting and modeling done to illustrate as one bright child remarked "what I sawn all by own self."

BROADOAKS KINDERGARTEN, PASADENA, CAL.

"Which came first, the house or the tree?" We were standing before one, in the shade of the other, a group of youngsters and I. They gazed at the intermingled roof and limbs, walls and branches, meditatively.

"The house did," one asserted positively.

"Why do you think so?"

Two voices chimed "Cause you can see it did. Look there!"

A cluster of little hands pointed upward. Tommy's voice carried conviction.

"See that place where the tree growed itself right into the house and up through the roof? And there where it's growed right 'round that balcony?" Yes, I could see that.

"And look where it's gone all over the house," the five-year-old girl exclaimed. "Course the house had to be there first."

That question seemed settled. The two, house and tree, were of equal importance as a residence. One held a room in the branches with tables and chairs between and around the roots; the other had rooms for storing furniture and books when unused, cots for sleeping or when darkness came and another place for eating in when out-of-doors, was less pleasant. But the place where birds and bees worked and played (not knowing which was which)—that was the place to really live and learn. And as long as both house and trees were equally necessary to the purpose, and both apparently made for children, what mattered which came first.

School now began and groups were gathered around the tables under the huge live-oaks, shading the smooth, clean, brown earth; teachers were bending above the rosy cheeked *kinder*, arranging picture-books, beads, blocks, clay, raffia. But Tommy sat in

his small chair unnoticed. He looked at the house as tho speculating on its age; his eyes wandered to the children's flower-garden where hollyhocks, poppies, bluebells, mignonettes, flourished together, paths wandering through the labyrinth of bloom—then to the teachers, absorbed in the tasks they were outlining.

"I want something to do," he muttered impatiently. An instant of waiting, then louder, "I want something to Do," capitalizing his verb.

No attention; evidently the teacher knew Tommy. Getting on his feet, with reddening face, and in stentorian tone, the six-year-old shouted,

"Well! I don't think much of a school that don't give me something to Do!" The teacher turned her head:

"Tommy, do you see that bird?" indicating one pecking where the children's luncheon-table had recently stood. "Go quietly and watch it. Then come and tell us the color of its back, its feet, its head, its wings, (under and on top) and tell us whether it wears a crown or not."

With an air of supreme importance, Tommy walked away.

"It may look like a mistake not to employ Tommy first of all," the teacher remarked quietly, "but the most important lesson for him to learn is patience."

I watched the urchin as very quietly and slowly he approached the bird, which apparently unafraid, continued devouring the ants in the pathway Then with a jump he yelled, "Shoo!" But the bird also knew Tommy and settled down on the narrow platform before the hive, where the honey gatherers were passing in and out.

To my amazement the bird began to pick up and swallow the bees, one by one.

"He just takes the drones; he don't catch the workers," Tommy calmly assured me. "They'd sting him quick'n a wink." As the bee-catcher flew away, Tommy returned to his seat.

"Why did you say 'Shoo!' to the bird?" inquired the teacher. "So's I could see under his wings; they're brown on top and yellow under, and his tail is part black and part white; and his head's gray with a red patch; and his nest is right up there," pointing to the limb of a tree not far from the ground. There, sure enough we saw it, woven of twigs, stems and rootlets. It was also lined with hair, strings and bits of paper, with chicken feathers sticking up all around the sides, as Tommy afterward discovered, by climbing the tree, and hitching out on the limb, to a point above the nest, the mother bird sitting close with ruffled plumage and open beak, the mate calling every kingbird in the neighborhood to the rescue, as several kindergartners followed Tommy's example.

The long, level limbs of all the oaks were worn smooth by the children hitching along them.

"Isn't that dangerous?"

"Yes, that is why we encourage their doing it. Life is full of dangers for the weak and timid. To learn to be brave and strong, cautious, not cowardly, is, we think, the best teaching we can give," said Miss Ada Mae Brooks, the founder and head-worker of the school.

THE TOWER OF BABEL

Dora A. Mondore.

A KINDERGARTEN BIBLE STORY.

Long ago the men of the earth gathered together and planned to build a beautiful city. There were not so many men in the world at that time as there is now; but there were enough men to build a very nice city and a wonderfully high tower.

Perhaps you have seen a tower or a high church steeple. These men wished to build their tower higher than any church steeple you have ever seen.

They wanted this tower to reach so high up above the clouds that men could climb up to heaven by means of it.

Heaven is a beautiful city up in the sky. God lives in heaven. The streets in heaven are made of gold.

A beautiful river flows through the city.

It is always day time in heaven; they do not have any night there.

Do you wonder that those men were trying to build a tower so high that it would reach to this beautiful city?

They thought, "How nice it will be for our children to play by the cool river! How pretty the streets are! How baby's eyes will shine when she sees the golden streets!"

You see, in heaven people never cry, for God wipes away all their tears.

Of course these men wanted to go to this happy city. I think I would like to live in such a place, too, don't you?

The first thing these men did was to make brick. They burnt the brick so it would be firm and hard.

Then they laid one brick upon another, pasting them together so that they could not slide or fall over.

Have you ever seen men build a brick house? If you have, then you know just how these men started building their large city and their high tower.

One day God came down from heaven and looked at the city and the tower.

How high the tower reached! But, the men did not have it nearly completed, yet.

God looked at the tower; but, He was not pleased. God was very angry about it.

"These people can't get to heaven by climbing up a brick tower. I do not want them to try to do such foolish things!"

So God caused the people to talk in different languages. Some talked in one manner, some in another. After this they could not all talk alike.

Of course they could not build the tower, then; for, the workers could not understand what they were told to do; so they went away, scattering far and wide. They did not care to stay in this place any longer.

God did not want them to try to build a tower to heaven. He wanted the people to be good, so that after a while He could come and get all the good people and take them up to the beautiful city called heaven.

MOTHER PLAY

(See Frontispiece)

THE PIGEON-HOUSE

(Translated from the German of Friedrich Froebel.)

By Bertha Johnston

Motto for the Mother (prose rendering.)
What the child feels in his soul,
He expresses gladly in play.
Just as the pigeon flies into the distance,
So children love to go abroad;
As the pigeon returns to the dovecote,
The child soon turns his glance homeward
At home let him find care taken,
To bind into a bright wreath,
All that has been found.
What was found isolated
May be bound together by narration:
So life will become one Whole.

SONG FOR THE CHILD

My pigeon-house I open wide,
And glad the pigeons fly outside;
As o'er green fields and woods they fly,
How much they see with each bright eye.
When home they turn to rest once more
I close again the little door.
And hear in each wee home, they're seeming to say,
"How lovely it was, out-of-doors, this bright day.
Coo, coo, coo, coo."

(Exercise for arms, hands and fingers.)

The position of the hands is shown tolerably clearly in the drawing, altho they are somewhat too masculine. The left arm in the picture (as if you saw your own in the mirror) represents from its more vertical position, the pole or post; and the hands, joined together, in a cubical, rather than a spherical shape, form the pigeon-house proper, resting on top of it.

The free and freely-moving forefingers of the right hand, indicate by opening and closing, the door of the pigeon-house, and by moving themselves in different ways, represent the pigeons. To exercise equally both arms, hands, etc., the right arm may represent the post and the fingers of the left, the pigeon-house door. This little play gives great pleasure both when done for little children, or when imitated by them, when they are old enough to do so. For, the child early enjoys watching all active life, especially that of Nature; he yearns to move himself, more or less freely out-of-doors, or at least to be able to breathe freely, the fresh, pure air of free Nature, as a means of developing and strengthening his life; and this longing and his joy therein, is decidedly expressed.

Mother, nurturer of childhood! grant him this when you can, but do not rest there. Consider, that the spirit of your child, even if quite unconsciously to himself, seeks ever to find in the phenomenal and the transitory, what is abiding and enduring; in the external, ever an internal; in the particular, ever a deep-lying universal; in the isolated and the separated, ever a unity; and finally, even if quite unconsciously to himself, yet as a human being, as a child of man, as a spark of the Divine Unity, God, he seeks also this Unity—that which in itself is Oneness, God.

Therefore, foster this presentiment, wherever you can, that it may become an impelling, even if to himself incomprehensible, impulse, ever more active; that it may become an ever more lively perception in his soul.

Mother, and you who take her place, do not say: but for my little child this is all too early!—too early? Do you know when, where or how the spiritual unfolding of your baby begins?—Where and when may be the boundaries of the not-yet existing, and the beginnings thereof? and how they announce themselves?—In God's world, just because it is God's world, and through God came into existence there speaks a continuity, an unbroken progression in development, in and through all. Carry always in your heart, this nurturing spirit, that it may occur to you:

"As you carry it silently in your heart, you express it in deed."

Not the When, the time for nurturing the spiritual life, is too early but alas, too often, the How, the manner, the way.

Your babe, learns to step before he learns to walk; he seeks to stand before he tries to step forward; he tries to develop, to strengthen, his legs, his entire body, before he stands easily and with pleasure on his little legs. If, because your child has legs, you would make him stand or walk immediately, his limbs would become weak and bow-legged. But behold, oh, Mother, in the laws of bodily development, the laws of the spiritual are expressed. If you are too late, your child will be clumsy in body, and blunted and coarse in spirit; if too early—alas, do we not meet too many going through life, because of this, with natures weak and deformed, like children with weak, bow-legs!—Oh, Mother, Mother! and you, her representatives, do not forget to nurture in your little one, a sense of life's coherency and this, in accordance with its simple laws.

In order not to forget this, help memory with this motto:

The child's earthly destiny and goal,
Is, that Life shall become to him as one Whole.

But we must not forget our pigeon-house and that law of life which it expresses so simply.

The mother, with the baby on her arm, and indeed, all here, appear to be activity alive in mind and spirit. The wee, lively, healthy infant, resting so securely in his mother's arms, does not turn his eyes from the three pigeons below; it is as if he would seize them with his eyes and take them home with them. The boy there, in front of his mother, stands as if chained; he sees there, on the stump of the hollow branch, the little titmouse, which was about to slip in to its little ones, but now, in order to betray neither nest nor young, sits there with averted head, as if it had

nothing to do with either. The boy, in looking at it, forgets so far the apple in his hand, that he almost lets it fall. "Stop, mother!" he says, scarcely audibly, in order not to scare the bird entirely away. "See there, there on the broken branch, the one with the hole!" Sympathetically the mother checks her step and turns also to glance toward the anxious little creature.

The two homeward-bound children must also on their walk in the open, have observed something of importance to their lives, for they approach entirely absorbed in their conversation over it.

"Now tell me, my dear son," says the mother, there to the right, to her child, "where have you been?"

"In the yard."

"In the yard, the garden, the field, in the meadow, by the pond, by the brook."

"And what beautiful things has my child seen there?"

"Pigeons, chickens, geese and ducks; swallows, sparrows, larks and finches; ravens, magpies, wagtails, and titmice; bees and bettles, butterflies, bumble-bees."

"Where did you see the pigeons and chickens?"

"In the yard, mother, they picked up the kernels and ate them; the chickens could run fast, when they found anything, or when the cock called that he had found something for them. But the pigeons could not run so fast, nor the ravens, that I saw in the field. One raven ran almost like a pigeon, and one black pigeon ran so that I thought it was a raven. But the ravens and magpies could hop, tho you might not believe it, and the wagtails and sparrows, could too; how jolly it is when they hop around on their stiff little legs. Ah, mother, you must go with me, so that I can show you them, and how the ducks and geese, swim, and dive under the water. And just think, too; they flew right over my head, on the way to the pond, so that it frightened me!"

"See, my child, ducks and geese, too, are birds, like the pigeons and chickens, the swallows and sparrows, the larks and finches."

"Why mother, are pigeons and chickens birds, too?"

"Have they not feathers, my child? Have they not wings? Have they not two legs, like all birds?"

"But the pigeons live in pigeon-holes, in the dovecotes, and the hens do not fly."

"Yes, they can, just a little. But see, they have lost the power, because they have done it so little. If we don't want to forget how to do a thing, we must practice it. The sparrows and swallows are birds, too, and they live in houses, and under roofs."

"Then are bees and butterflies and beetles, birds also, mother? They, too, have wings, and can fly, far higher than the ducks and hens."

"But see, they have no feathers, build no nests, and many other things they have not, that birds do have They are indeed animals, like birds and other creatures for they can move themselves about, as they will. But they too, have some things which birds have not. Just look at that beetle there, this fly here. See, they have notches, here one, and here one. These divisions we call segments, and the creatures themselves, because of these, insects."

"Mother, you must go walking with us, out-of-doors. Everything is so much more interesting then."

"Child, I cannot. I must make your clothes, cook something for you to eat, and keep the house in order. Look, how orderly is everything, when left to Nature. Everything is in its place; each does his part so well and cheerfully. As I look upon it, it is as if I heard the dear God who made all so beautiful, say to me, 'Wife, mother, in your little home, too, all must be in order, and each do his part and receive his share at the right time.' He says much more besides, to me: Each must do what is right, in his place. Now your child may flutter about, to exercise his strength, like the birdlings. Later, he must stay in one place, like an apple-tree, in order that he may bear healthy fruit, like this one. I cannot go walking with you, my child, for I must stay at home, like the apple-tree in its place. But look at everything attentively, and when you come home, tell me what you see."

"I will go out again tomorrow, mother, and will again tell you about it, and then you will help me see and hear all that the dear God says, out-doors."

Postscript: Teaching and learning proceed throughout the entire life of man. The oldest teacher has something still to learn, and the oldest educator must let himself be taught. So it was with me and the pigeons. A visiting trip brought me to a pigeon fancier. My room there, was in the neighborhood of the pigeons. I heard then, how often, and especially after the return home, they held dialogues, as it were. So I came to complete my little pigeon song, thus:

"And hear, in each wee home, they're seeming
to say,
How lovely it was out-of-doors, this bright day:
Coo, coo, coo, coo!"

That the pigeons should tell of their flights, gave the children great pleasure, and thereafter, they did it themselves more joyously.

Mother, an effective tale, especially when told at the right time, holds a mirror before your child.

CUPID INTERFERES

Two weeks ago a young woman enrolled with the State Employment bureau for a position as kindergarten teacher.

To-day came this letter from her:

"Dear Sir—I am married and do not care for kindergarten work."—*Syracuse Herald.*

Miss Annabelle Lewis has just completed the course in kindergarten methods at the Bay View (Mich.) Summer University, and will open a private kindergarten on September 13. Maysville is justly proud of her educational facilities and with this long-felt need of the children too young to enter first grade work, supplied, congratulates herself.—*Maysville, (Ky.) Public Ledger.*

HINTS AND SUGGESTIONS FOR RURAL TEACHERS

CONDUCTED BY GRACE DOW

DEAR RURAL TEACHER.—In undertaking this department I trust that my somewhat extended experience in rural schools and my subsequent normal training and city school work may assist me in making it practically helpful to you in your work with the little children. I understand the tremendous tax upon the time of any rural teacher who is trying to do good work, the wide range of studies, the constant temptation to neglect the little ones for the apparently more pressing need of the older classes and the lack of equipment necessary for the best work. My hope is to assist you to secure better results with the small children, and I shall unhesitatingly recommend the intelligent use of kindergarten material as likely to produce the best results with least expenditure of time. How to use this material, what to select, what substitutes, etc., will be discussed from month to month in these columns.

OCTOBER, 1915

"Every one is sowing
Both by word and deed,
All mankind are growing
Either wheat or weed.
Thoughtless ones are throwing
Any sort of seed."

THOUGHTS FOR MORNING EXERCISES

How do we sow good seed? Bad seed?

Show the results of sowing good and bad seed on the character in later life. Ask the pupils to mention noble characters in history who have sown good seed, and the benefits we are deriving from their good deeds. Do not dwell upon the horrors of war, but emphasize the advantages of peace, and give much credit to those in authority who are keeping us from engaging in war.

Make use of the books in the school library for morning exercises. Allow the pupils to read the books at their homes, and report some especially interesting features of the book, or they may even be allowed to select and read a chapter or more which they found most enjoyable.

In this way many pupils become acquainted with a variety of literature, and it affords an opportunity of reading something which each pupil does not have before him.

CLAY MODELING

Clay may be used to advantage in all grades, but as it is by far the best method of teaching form, should not be disregarded by teachers of primary grades.

It develops the sense of touch and thus gives to the child the most correct knowledge of the real thing represented.

Plasticine may be used for this purpose, which may be had in five beautiful colors, but very good results may be obtained by the use of artist's clay or a cheaper quality of common clay.

Many of the disagreeable features may be eliminated by arranging the time for the work just before recess or noon hour, and allowing older pupils to take charge of the material. The desks may be covered with a heavy cardboard, light board, or oil cloth which may be removed quickly.

Allow the beginners to start the work with fruits, vegetables, and nuts round in shape, then cups, plates, baskets, still keeping to the round. Let them as an occasional lesson model some toy or tool which is of special interest.

Some of the best work should be saved, but it will be necessary to destroy most of the work that the material may be used again.

PICTURE STUDY

Squirrels—Landseer.

Sir Edwin Landseer was the most popular animal painter of his period. His animal pictures are the best known of modern times.

Landseer was so kind and gentle and loved animals so well that he is said to represent them too nearly human in feelings and intelligence.

Let the children find out what there is in the picture. Have them tell stories about the picture. Bring out all possible as to the habits of the squirrel, its covering, sharp eyes, claw-tipped feet, sharp teeth. His preparations for winter and manner of life in the hollow tree.

This picture shows the home of how many squirrels? Two.

What is perched on the branch of the tree? Do the squirrels appear to enjoy the song?

What is peculiar about the position of the squirrels? What are they eating? Bring before the children the thought of preparation for winter.

"He prayeth best who loveth best,
All things both great and small,
For the dear God who loveth us,
He made and loveth all."

NUMBER CARD GAMES

Place a long row of cards on a chalk rail in view of the class.

Call several pupils by name, and give a number, as 10. The different pupils select quickly two of the number cards which added together make 10. Each is called upon to give the number selected, and if correct, the cards may be kept, otherwise returned to place on chalk rail.

Use a number of different combinations in the same way. The pupils holding a certain number of cards, showing correct results may be given stars on the roll of honor.

2. Select two leaders as in the old form of spelling match. Simple combinations may be used as 5 and 3, 6 and 4. The problem is stated to a pupil on one side, and if he fails, and the pupil on the opposite side in turn gives the correct answer, he may draw a pupil from the other side.

It may be continued for a definite period as a half hour, at the close of this time the side having the largest number of pupils is declared the winner.

SIGHT DRILLS

It is very profitable for the work in spelling, reading, and numbers to spend ten minutes daily in sight

work. Write a word on the board, and let the pupils have time to look at it for an instant, then erase and call on one of the pupils to spell the word. In order to spell correctly the pupil must be on the alert and grasp quickly. For the reading drill more difficult words may be used, testing the ability to recognize the words quickly, or short sentences may be placed before them, giving more time to grasp the thought. Rapid drill in number are of even greater practical value than the others, as there are few places where boys and girls are employed that rapid figuring would not be to their advantage.

PRIMARY SEAT WORK

Coloring—Outline cards of fruits, flowers, animals, or simple objects may be purchased for this purpose, or may be made by tracing, and a number of copies of each made by the use of carbon paper. The children may use water colors for this work, crayolas, colored crayons, or even ink for a few specimens. The most satisfactory silhouette work in primary grades is done by using the black paper in paper cutting and folding work.

To be polite is to have a kind regard for the feelings and rights of others.

It is not discourteous to refuse to do wrong.

Never laught *at* people but *with* them .

"Kind hearts are the gardens,
Kind thoughts are the roots,
Kind words are the blossoms,
Kind deeds are the fruits."

How can a little child be merry
In snowy, blowy January?
By each day doing what is best,
By thinking, working for the rest.
So can a little child be merry
In snowy, blowy January.
Whenever a snowflake leaves the sky,
It turns, and turns to say, "Goodby,
Goodby, dear clouds, so cool and gray,"
Then lightly travels on its way.



Hear the school-bell's noisy call
Calling loud, calling clear,
Teling to each boy and girl,
Study time is near.



SUGGESTION FOR OCTOBER CALENDAR

PICTURE STUDIES

"THE FIRST STEP"

MARY E. COTTING.

Motto: "Try, try again."

Just look at that dear baby! What do you think he wants to do? Do you suppose he can do it?

I think he can; you see Mother is steadying him so he will start just right. Father is holding out his arms to encourage and show him exactly where he is to go.

What do you think will happen when Baby reaches Father's arms?

Father will talk to him and snuggle him while he rests for a moment. Then Mother will call softly, "Come, Baby, come!" Father next will gently turn Little Son around and help him to start on the journey back to Mother.

It doesn't look very far to us, but for Little Son it is a long, long way back to Mother. You know he has never taken a walk out-of-doors before: he has always crawled and rolled upon the floor, or ground, until a few days ago, when he tried to pull himself up so that he could stand alone. Then Mother knew her little-little baby was gone and Little Son had come for at last the baby could stand alone.

She and Father planned to help him just as the picture shows they are helping. Father was busy in the garden; but when he saw them coming you can see just how he got ready to help Little Son learn to walk.

It is a beautiful day and very likely when Little Son has walked back and forth a few times Mother will leave him to rest where Father can keep watch as he works. Mother will go back to the house to do her work. Can you think of any work she may do?

By and by she will come out again. She and Father will help Little Son again to walk alone. This time, maybe, they will let him walk a little further. Do you suppose he will get any tumble downs?

He is such a strong little person I do not believe he will. I think he will chuckle and laugh over being able to walk so far "all by himself."

Pretty soon—in a week, maybe—he will be able to go about the yard and play with the dog that lives in the big barn behind the house. O, he will just have a fine time, won't he?



THE FIRST STEP--Millet

As many children have assisted at a family experience like the one which the picture represents they may easily be led to tell about the just how of "my baby's" first attempts to walk. This individual expression will lessen the feeling of strange atmosphere, connect the home and new surroundings, arouse a friendly interest and establish companionship and somewhat of understanding between children and teachers.

From time to time direct attention to the various objects represented in the picture and encourage the little folks to describe similar ones which they have

em at home or elsewhere, thus establishing a closer nnection between past and present experiences as ell as laying the foundation for intelligent, conscious servation and a desire to give expression to newly eated thought.

Throughout the consideration of the picture thought ay be developed concerning the meaning of the otto, and there may also be brought out ideas about e possibility of applying this to the problems of each nall person's daily living.

When the spirit of the picture has become their vn suggest to the children,—Wonder if anyone uld make a "play-game" about the picture?

From the volunteers select the most capable to an who shall be father, mother and baby; and what ight be used to represent the various objects to be en in the picture. Often the dramatic ability dis-ayed in expression of tender solicitude and ease of tion is surprising, and throughout all the play there brought out thought of what are the attributes most esirable for a father, mother and their children to ossess.

When the time comes to represent with the kinder-rten material the various buildings, furnishings and her possessions of Little Son and the family, the ildren will show much invention and cleverness in xecution; and whether the exercises are carried on the tables, or sand-garden there is fine opportunity r the teacher to discover what her small people know nature and homelife, and the labor that makes its pkeep possible.

This picture like most of Millets' appeals to chil-ren because of the familiarity of the subject, its mplicity of action, true construction, tender senti-ent, and forceful, rugged technic.

Whether much, or little, be told about the artists' fe and work must be determined for she only is in position to know if, just now such information ould be seed falling upon fertile soil, or the con-ary.

There can at least be given the thought that the tist was able to plan and paint this picture so that ttle folks would love it because he loved children and ie country where he lived with his brave, good wife id their children.

Teachers will find helpful thought in Miss Estelle . Hull's books titled "Millet," and "How To Show ictures To Children."

STUDY OF A PICTURE, II
"LITTLE FREEHOLD"—S. J. Carter

By Mary E. Cotting.

Of course you know what this is a picture of? Where did you ever see any? Was there a whole mily as there is here? Were those which you saw a nest like this? O! those squirrels "went in a oor in a big tree." That was the right thing for iem to do.

What are the little squirrels doing in this picture? hey surely do look pleased, and they're much sur-rised to see those nuts which Father Squirrel has brought home in his mouth. Mother Squirrel is sur-prised too; she had no idea that hazel nuts were ripe. Such nuts are a great treat for squirrels, and those little ones have never seen any nuts in their coverings before.

"Which of the little ones will Father Squirrel give them to?" Well, I think he will give them to Mother Squirrel. She will teach the little ones to tear off the crinkly coverings and gnaw an opening in the shell so the delicious nut-meat may be taken out. While they are doing this, Father Squirrel will go to the hazel bush hedge and cut off another bunch with his sharp, strong teeth.

When all have eaten enough they will wash their comical faces much as pussy does hers, and then they'll be ready for a jolly game of "Cross-tag" with one another. They do not know perfectly all the games their mother and father are teaching them, but as they grow stronger and stronger they will play beautifully, all the squirrel games that look so very much like those which children play, and are called "Follow the Leader," "Leap-frog," "Dance with me," and they will wrestle too, quite like real, truly children.

When they are tired of playing they will scurry back to the nest. What do you guess the nest is made of? I'll tell you. Layers of tiny twigs and leaves, one upon the other, and in the inside a lining of the squirrels' own soft hair. Small branches loaded with shiny, green leaves form a fine roof which pro-tects the home from the heat of the sun and a wet-ting from showers. It's just the cosiest home pos-sible, and how the squirrels love it.

Perhaps you think all squirrels have to do is to play; if you do you're very much mistaken. Squir-rels have a great deal of work to do—hard work, too.

They must search for food, and store away enough to last for a long time in safe places where bluejays, or nobody or nothing can find it. They must learn to know of whom and what to be afraid, and to be able to plan how to jump from the tips of the branches of one tree to those of another. To be able to do this without slipping or falling often saves his life, so every squirrel must persevere until he can do this kind of jumping perfectly. They must practice cut-ting nuts from their stems and catching them quick-ly; also to carry food to the storehouses without dropping any along the way. You know if food were dropped in the squirrel paths it would help other crea-tures find the storehouses.

Mother and Father Squirrel do their best to teach their children all they need to know before the cold, storm-winds of autumn begin to blow; and of course the children try so very hard to learn quickly, that when it is time for the family to move into a winter home in a hollow tree, they are as good at work as at play.

You may be sure it is a most happy and satisfied family that leaves the cozy nest where it has had such a pleasant time all summer.

When, here and there, during the winter, warm days come, perhaps some of the squirrels will wake up, and run out to see what is happening outside their home; but they will soon run back to stay till the sunny springtime calls to them all to start off to make new homes in which to spend another summer.

to please the individual worker's taste and neatl mounted. Also there may be cut out the prepare drawings of squirrels on two toned paper. Thes drawings which are copies of the squirrels found i the paintings of renowned painters, when well cut an mounted offer more in value artistically than th work, ordinarily done in cutting.



"LITTLE FREEHOLDS," S. J. Carter.

There are so many charming stories, songs and games descriptive of the life of these little "creatures of fur" it will not be difficult for each teacher to select those best adapted to the understanding of her particular flock of little folks.

Supplementary to the study of it the units of the picture may be modeled; outline pictures of the same may be filled in by using crayon, or brush, and pictures of trees and animals "cut to the line," arranged

When opportunity offers there may be repeated t the little folks the verses given below:—

"SQUIRREL TOWN"

(Alix Thorn)

"Where the oak-trees tall and stately
Stretch great branches to the sky,
Where the green leaves toss and flutter
As the autumn days go by,

Dwell a crowd of little people,
Ever racing up and down;
Bright eyes glancing, gay tails whisking,
This is known as Squirrel Town.

"Bless me, what a rush and bustle,
As the happy hours speed by!
Chatter, chatter! chatter, chatter!
Underneath the azure sky.
Laughs the brook to hear the clamor,
Chirps the sparrow, gay and brown.
'Welcome! Welcome everybody!
Jolly place, this Squirrel Town!

"Honey bees the fields are roaming;
Daisies nod and lilies blow;
Soon Jack-Frost, the saucy fellow,
Hurrying, will come, I know.
Crimson leaves will light the woodland,
And the nuts come pattering down;
Winter store they all must gather,
Busy place, then, Squirrel Town!

"Blowing, blustering, sweeps the north wind;
See! the snow is flying fast;
Hushed the brook and hushed the sparrow,
For the summer time is past.
Yet these merry little fellows,
Do not fear old Winter's frown;
Snug in hollow trees they're hiding,
Quiet place is Squirrel Town."

Note—The first picture study given above was intended for the September number but the material did not reach us in time.

THE MARY FRANCES COOK BOOK. By Jane Eayre Fryer. Cloth. 175 pages. Seven full page colored illustrations, by Margaret G. Hays. Individual decorations in color on every page by Jane Allen Boyer. Published by the John C. Winston Co., Phila., Pa. Price, $1.25. Postage, 20 cents.

This is a unique and most clever and entertaining cook-book, dedicated to "all girls who love to help mother." Mary Frances' Mother writes out some recipes for her little girl and when called away from home for a rest, one by one the little housekeeper learns them all, being assisted by advice from the different friendly kitchen utensils, who give useful hints not contained in the recipes as given. Boys as well as girls will read the book for the sake of the adventures among the kitchen people," which are told in a lively and interesting manner; every page of the book being enlivened by portraits of Tea Kettle, Saucepan, Big Iron Pot, Auntie Roller Pin, Toaster Man, and many others, all of whom are cleverly individualized. Mary Frances gets up delightful lunches for Brother Billy and Father, a doll's teaparty, and other repasts. The book is practically useful; Forty recipes are given, with definite instructions, easily understood by little girls.

Levity of behavior is the bane of all that is good and virtuous.—Seneca.

LITTLE PIECES FOR LITTLE PEOPLE

NO. 3. GAME TO TEACH COLORS

LAURA ROUNTREE SMITH.

(Book Rights Reserved.)

The children choose a boy to stand inside the circle. Each child is given a ribbon, one of the primary colors

They skip about in a circle and sing, Tune "Yankee Doodle."

Oh violet and blue and green,
We bring today for you Sir,
The yellow, orange too and red,
We all will wave for you, Sir.

Cho.

See the rainbow colors bright,
As we all are dancing,
Skipping so with footstep light,
You'll see us all advancing.

The boy now names any two colors rapidly, and the children holding the ribbons of these colors must change places, in the circle. If they fail to know their colors when called they sit down inside the circle.

To close the game the boy waves a flag which he has kept furled saying,

"Rainbow colors, three cheers for you,
But hurrah, hurrah for the red, white and blue."

NO. 4 GAME TO TEACH NAMES OF BIRDS

LAURA ROUNTREE SMITH.

(Book Rights Reserved.)

The children skip round in a circle waving their arms to and fro. They are named by the teacher, robins, blue-birds, etc. At the close of the song each time, the birds named, run outside the circle, and remain out.

The game continues until none are left in the circle. Any bird name may be inserted into the song.

Song. Tune "London Bridge."

Robin's singing merrily,
In the tree, in the tree,
Robin's singing in the tree,
Singing merrily.

(Then.)

Blue-bird's singing,
In the tree, in the tree,
Blue-bird's singing in the tree,
Singing merrily.

etc.

Sleep, baby, sleep!
Thy father watches his sheep;
Thy mother is shaking the Dreamland tree
And down comes a little dream on thee.

EARLY PRIMARY WORK AND ITS RELATION TO THE KINDERGARTEN

JENNY B. MERRILL, PD. D.

As we indicated last month one of the subjects, in fact the subject of greater interest in early primary work is *reading.*

Many children who enter the primary school have not attended kindergarten, but we want them as well as the kindergarten child to approach reading with a *desire to learn to read.* If the little ones have older brothers and sisters, the desire to *imitate* them often arouses the desire to read. There is also the desire to please parents who have perhaps struggled to teach a few letters to the baby.

But the *real motive* for learning to read may be awakened by showing picture books, and musical books, by speaking of the stories and songs in them, by letting children handle these books freely as the child did who found that a book on the teacher's table had a certain nursery rhyme in it. (See Sept. Kindergarten Magazine.)

I once showed a primer which began with a few familiar Mother Goose stories to a little boy who could not read. He found "Old Mother Hubbard" and said, "I know that one." "Let us read it," I said.

As we said it, I guided his finger from word to word.

Of course he did not really read a single word, but he received his first impression of moving the eye from word to word, along the line from left to right.

He "read" rapidly as he knew the story, and he "read" with expression as the thought of the story was uppermost.

These are two great points in later work, and first impressions count much.

I have after many years' experience, reached the conclusion that there is no better way to begin reading than with these nursery rhymes.

This method makes a very happy connection for kindergarten children who generally can repeat and dramatize several Mother Goose rhymes. They meet old friends in the new reading lessons, as "Jack and Jill," "Baa-baa, black sheep," "Jack be Nimble," "Rock-a-by Baby," "One, two, button my shoe," etc. Mother Goose is the children's classis.

If there are children in the first grade who do not know these rhymes, let those who do, tell them as stories and also act them out as they did in kindergarten.

If few or none know them, the teacher should tell them at first in *story fashion,* then have the rhymes memorized and played too, if possible, for several days before beginning reading at all.

This play arouses the mind and begets an active state rather than a passive one.

If there are no reading charts, prepare two or three in script on large sheets of heavy paper, or write the rhymes on the blackboard. Teach the "pointing" by use of a pointer, guiding the child's hand at first from line to line, not attempting to stop at each word.

This is, as I have said, only "make-believe" reading, but it is a serious and important step, because it leads to rapid use of the eye in following a line rather than the halting method of naming words or letters. Some doubter says, "But it *isn't reading*"—

Wait for a few days, and some bright eyes, and active brains, will begin to notice resemblances, as in "Jack's" oft repeated name. Let a child count how many times Jack is written. Then write Jack and another name on another part of the board. Ask which is Jack. Let child after child come up and find Jack's name anywhere on the chart or blackboard. Draw a line under Jack, and at last let Jack run away, by erasing the word. Shall we call Jack back? Here he is—

JACK

Let us keep him with us all day so we will know him tomorrow. Write any other name as Fred, and ask, Is this Jack? O, no. You do not know this boy, but you do know who this is? Who is it? *Jack.*

If any teacher begins in this playful spirit, she will find herself moving on from sheer interest as well as the children. It is a playful method and so it truly connects with the kindergarten.

If any one is interested to pursue this method, a Teacher's Manual can be secured which works this method out more fully than possible in a Magazine.

The teacher will naturally choose the strong words, particularly nouns and verbs, entirely neglecting others at first.

This method is the *sentence* or *story* method and places stress upon "content" in early readings.

The child reads to get a thought, not to call words or letters.

But of course words and letters cannot be ignored. These are taken up in "Word and phonic exercises" apart from this play reading. Phonic exercises are invaluable, in putting the child on the road to help himself in accordance with the principle of self-activity.

PHONIC EXERCISES

These exercises may be easily connected with kindergarten work, or if the children have not had kindergarten training, the exercises may be started as we do in kindergarten by arousing interest in the *sounds of animals.*

This is not only a kindergarten method but was used many years previous to Froebel by Comenius, as may be seen in his "Orbis Pictus," which has the honor of being the first child's pictured text book. (Try to find it in the public library if you have never seen it.)

Children love from babyhood to hear mother imitate pussy and doggie, the cow's moo-moo and the hen's cluck, cluck.

The fortunate ones know several others as Baa-baa, Quack, quack and cock-a-doodle do—possibly gobble, gobble, gobble and buzz, buzz.

You see we find in these animal sounds the suggestions for m in moo, moo.

b in baa, baa.
g in gobble, gobble.
z in buzz, buzz.
k in cluck, cluck.
d in doodle-do.

The sound is impressed on the child's ear and the sound is the *real thing*, the letter is only the sign or symbol.

If we want to follow Pestalozzi, Ronsseau, Froebel, Comenius and a host of other educators, we want to teach the thing before the sign or symbol—not show the letter and then name the sound.

First *play* with the *sounds* of animals, then play with other sounds little children can make, for little children can make a great many more than animals! such as ch, ch, sh, sh, f, f.

What sound do you make sometimes when you see something you like? I have heard little children say, Ah! What sound do you make when you are surprised? Oh! When you are hurt? Ou! ou!

Let a bright child try to find the sound at the beginning of his name.

After the interest is well aroused in sounds, not in sounding letters, but just in sounds, you may begin to make connections with letters by writing several words that begin with the same letter in a column, as:

FROM RHYMES	DRAM.	MAKING NEW WORDS
sing	s ing	s it sit
song	s ong	s at sat
six	s ix	s and sand
seven	s even	s up sup

Taking the words as far as possible from the Nursery rhymes that children are reading or will soon read.

Have them say the words slowly, drawling them a little until a few bright ones catch the "s" sound. Then you can put the letter by itself below the column of words and the association with the sign will begin to be made. The idea of this letter meaning a sound will not be clear at first, but after writing several more columns, the idea will gradually be developed, and the association which we aim to make will be made, that is when a letter is seen, it will suggest a certain sound. This will gradually lead the children to discover new words by applying this knowledge of sounds.

Experience has led many teachers to begin with sharp consonants as s, f, p, c, k, which the children seem to catch most easily, and a few softer sounds as m, l, r, n.

Experience has also led many to decide that it is better at first merely to break the word into two parts, namely the initial sound and the rest of the word, not an attempt to separate all the sounds in a word.

The children are led to apply the knowledge gained by building new words. The following columns will be sufficient to indicate what is meant:

FROM RHYMES		MAKING NEW WORDS	
fall	f all	f at	fat
four	f our	f an	fan
five	f ive	f in	fin
fair	f air	f arm	farm
f	f		

FROM RHYMES		MAKING NEW WORDS	
mouse	m ouse	m at	mat
mother	m other	m eat	meat
me	m e	m ice	mice
met	m et	m old	mold
m	m	m	m
pie	p ie	p pit	pit
penny	p enny	p at	pat
pail	p ail	p an	pan
poor	p oor	p in	pin

This making of words is a kind of *building* and the children soon learn to love it. Building is surely related to kindergarten work. Now if you can secure a box of letters, or better make them yourself so as to keep to script for a time, you can have real building exercises for "busy work."

Write, for example, "it" on slips, providing several pieces for every child. Then give them on other slips, s, m, l, m, f, and let them put first one and then another letter close to "it" and tell what word they have built.

Try to write the slips so that they will fit well together as all these little details help in making first impressions. Let this be repeated with print letters. (Boxes of such letters are cheap.)

It pays to work slowly following the action of the mind of the child.

Do not expect all children to catch the idea readily. Some children are eye-minded, others are ear-minded. The former will learn quicker by the word method, the latter by phonics.

The question is often asked, shall we tell the names as well as the sounds of the letters?

If children know the names let them tell you. They like to do so.

Parents and older brothers and sisters will teach *letters*. Children's toy-books contain them. It seems so hard to get away from the old abc method, that there must be some good in it. Children love names, as we have said and while I should only use names of letters incidentally, I should not wholly suppress them as some attempt to do. The reason for suppressing them is that the name of the letter really contains two or more sounds, and in several letters there is no connection between the sound and name as in h, y, and w.

To note some of the difficulties little children meet, just make a new alphabet for yourself some day, but do not say anything about it to the children. I suggest it because it will give you a new sense of the difficulties arising from our irregular naming.

Suppose for example, instead of being called "*ach*," the letter h was named like b.

What would its name be?

If w were named like b or d, what would we call it?

If b were named like f, what would it be called? Just note the following new names and it will clear up your own knowledge of the way the names of letters might have been made:

b--be	j--ge	q--ke	y--ye
c--se	k--ke	r--re	z--ze
d--de	l--le	s--se	
f--fe	m--me	t--te	
g--ge	n--ne	v--ve	
h--he	p--pe	w--we	

Or taking f for a standard, we would have:

b--eb	j--eg	q--ek	y--?
c--es	k--ek	r--er	z--ez
d--ed	l--el	s--es	
f--ef	m--em	t--et	
g--ej	n--en	v--ev	
g--eh	p--ep	w--?	

If you have never studied phonics, a consideration of these two lists will give you excellent practice.

TEACHING A LITTLE CHILD TO PRAY

Our Mrs. Heller wrote a letter to Mrs. S. on teaching a little child to pray, and laid emphasis upon the importance of encouraging affirmation instead of supplication. Mrs. S. replied: "The same question of affirmation instead of supplication came to me as I began to teach George to pray, so he has never had any but our own worded prayers and I welcome both your interest in this very thing and the blessed work your good lines suggest and will accomplish. Thank you for them. I like them so much. At three years of age, when my sister arrived, was the time I selected to throw off the bondage of orthodox prayer. Secretly, I remember resenting saying, 'I pray Thee, Lord, my soul to keep. If I should die before I wake, I pray Thee, Lord, my soul to take.' Sister had just been launched into this world, and grandmother was putting me to bed. I recollect clearly that I thought, 'Here is a person who will not know if I change this'; so when I was invited to say my prayers, I said, 'If I should die before I wake, I pray the Lord to let me take my soul to bed with me.' I wanted it myself. I can still distinctly feel that I was afraid of being separated from myself and not waking up. Grandmother and I were both firm, and it went to a higher court. Mother laughed, and I said my prayers to her after that as I felt inspired to say them."

In October Mrs. S., ever willing to be helpful, wrote us of her little plan of nature study: "For days we have had fascinating minutes at lunch time, and many references to our nature manual, because we have the chrysalides of both a Monarch and a Black Swallowtail transferred from their outdoor jars to our fernery. They probably will be butterflies this week, when we shall free them."

In regard to George's prayer worked up gradually Mrs. S. said:

"George's prayer, worked up gradually almost entirely by himself, has been growing to its present length and condition for two years, and he wishes me to send it to you as an exchange for your bed-time verses. He picked up thoughts for suggestion in it from Stevenson's 'A Good Child,' Van Dyke's 'Footpath of Peace,' and from 'Wisdom.'

" 'Dear God-Father: I thank you for this beautiful day. Please fill me with rest, and thank you for strength. Please never let me say an ugly word, but smile and stick to play. I'll be happy, I'll be gay, I'll be kind in all my play, and keep on the footpath to good. Please help me to hurry, and to mind.'

"This last sentence he added last spring, when he was making a special effort to improve in very prompt obedience. He says it helped him. We refer to this often during the day, and every night he asks if I think the day has been beautiful. For many months every day has been 'beautiful.' "—Child Life.

FREE KINDERGARTEN TO OPEN

The Dallas Free Kindergarten Training School will open tomorrow morning, with Miss Louise Whitney as supervisor. During the last week the arrangements incident to the opening of school have been made and the officers of the school report that prospects are for the coming session very encouraging. The North Dallas Kindergarten is at 1925 Cedar Springs road, with Miss Emma Ewing, director, and the South Dallas Kindergarten is near Cockrell and Corinth streets, under the direction of Miss Kittie Belle Blair.—*Dallas News, Sept.* 19.

Owensboro's first Montessori school will be opened early in October by Miss Sue T. Kirk, who during the past year has been in training for that work in the great Montessori school at Washington, D. C.

—*Owensboro, (Ky.) Messenger*



Picture Language Story for October

HINTS AND SUGGESTIONS

BERTHA JOHNSTON.

We will first give a few suggestions for carrying out the thought of the Mother Play given in this issue of the Kindergarten-Primary Magazine.

The teacher will naturally discuss about this time of the year the migration of the birds to distant and more summery lands altho some birds fly North, and can dwell upon the marvelous powers of flight developed in some birds and the wonderful "homing" instinct of the pigeons. Tell of the carrier pigeons and how in war time they have been used to carry messages, it being well-known that a bird taken from its home, hundreds of miles, when set free will find its way back. Pigeon-fanciers train them thus: they set the birds free for half an hour daily, and do not let them settle until they have exercised for a considerable time. To train a young bird they carry it in a basket a short distance, perhaps a few miles in a train, and then let it loose, to find its way back. Another day they carry a longer distance or perhaps express it to an agent of a station asking him to set it free. Thus they increase the distance each day until the bird learns to return in a very short time from a very great distance. A tiny tag is attached to its leg with the owner's name and address. Any message sent is attached to the upper part of the leg. Before starting homeward, the bird always flies to a height, and circles around several times till it sees some known landmark and then makes off.

Tell the children that the wild pigeon from which our common one is descended was the rock pigeon that originally lived in crevices in the rocks and the dovecotes are the apartment-houses made for them by man which still bear a resemblance to their early homes.

There are many varieties of pigeons and it was Darwin's studies of what man has accomplished with these by careful selection that led him to many of his conclusions about natural selection.

Both the father and mother bird feed the young with a curd-like substance that forms in their crops. Emphasize the fact that the father-bird does his share in giving this nourishment. If deprived of its parents during its first week of existence, the young bird will die.

Let the children follow somewhat the imaginary conversation between mother and children as given by Froebel, and ask them to name birds that hop, swim, run, and the like.

Let all teachers lay to heart Froebel's hint, that the teacher should always be a learner and hold yourself open to instruction from all quarters; from the children, their parents, the neighbors, the trades people.

Morning Circle and Game Circle.

Have the children relate anything seen on the way to school.

Tell them to remember when they return home to tell their parents what they have seen and done in and out of kindergarten.

Let them show on circle the different ways by which birds and insects move—hopping, flying, walking, and the like. This is an opportunity not only to train observation but to exercise different parts of the body.

Play "Welcome Little Travelers."

Make a dovecote by arranging chairs along the wall short distances apart. Put two children in each one; let other children call them and scatter imaginary grain. Then let all fly away, to return later and rehearse what they have seen.

Boys and girls in the upper grades will appreciate Bryant's great poem "To a Waterfowl."

A little talk about the various kinds of homes made by animals, nests, burrows, caves, dens, hives, will be timely as many of the children are having their first experiences away from home.

GIFTS

First Gift. Let balls represent birds of different kinds and colors and let them hop, circle around the head, and do other birdlike actions. Let each relate an appropriate tale of what it has seen. Would the green parrot have something to tell different from the red flamingo, or the yellow canary, or English city sparrow?

Second Gift—Let box be post of pigeon-house, place cylinder and cube above for house itself, and the sphere may represent the pigeon. What will it do if it finds the door closed? Second cube may represent watering-trough, or bench.

Third and Fourth Gifts—Make pigeon-house and dove-cote.

Also, make homes of other animals, barns, kennels, and houses where people live. Single and apartment houses.

Tablets and sticks—Make pictures of pigeon-house and dovecotes, kennels, etc.

With sticks make pictures of things seen by birds and aviators during flight. This would include houses, fences, trees, ponds, rivers, etc.

With lentils represent foliage of different trees seen, by different arrangement suggesting the character of the tree, such as weeping-willow, elm, apple tree, etc.

Sand—Make landscape such as birds and aviators would see in flight.

Clay—Make pigeons, and other birds. Also nests of different kinds. Also mold leaves of different shapes.

Observe picture and make of clay the stone foundation of a post on which rests the pigeon-house. Place on it two cylinders and then cube for house.

Cardboard—Cut out simple square as picture of pigeon-house; next, advance on this by cutting a figure with three sides at right angles and two other

making a triangular roof. After child acquires confidence by cutting simple figures, then ask him to cut out pigeons. First attempts will be crude, but it is good practice for eye and hand.

Look at picture and try to model pigeon-house of paper or cardboard.

October is usually so brilliant with the colors of the fruits, flowers and leaves that the children cannot fail to notice it and country children can bring in leaves of various shapes and hues to draw and color with crayons and paints. City children will notice color of fruits and vegetables.

Apples, pears, bananas, grapes, red peppers and other fruits may be brought in for comparison with each other.

Game—Make compartments on table out of Second Gift boxes. In one place several red balls; in another several blue ones and so forth. Let one child be grocer who sells the fruits and vegetables. A child approaches to buy red apples. Ask him to select from our store. Another wants a green pepper, purple plum, or grapes, yellow banana, orange orange, blue blueberries. Let child take home what it selects, to child who represents its mother; if it has made a mistake it will have to go back to the store to make it right. Before beginning, let children suggest list of fruits and vegetables of different colors, so that they will not be at a loss when they make their imaginary purchases. The Second Gift beads may be also used, affording a variety in size as well as in color.

Let grade children write lists of the many fruits and vegetables with the colors of each, and the countries or States from which they come.

Stories—The story of Dædalos, the first legendary attempt at imitating the flight of birds. Also the story of Phæton. The story of the Three Bears is suitable. Also the fable of the Dove and the Leaf.

In "Norwood," by H. W. Beecher, are the stories of "The Anxious Leaf" and of "Coming and Going," that are good autumn stories. The latter sums up the bird experiences of the year and thus gathers all into a Whole as Froebel suggests.

THE MONTESSORI METHOD AND THE KINDERGARTEN

"The most likely lasting result of a better acquaintance with the Montessori ideas of child training will be the addition, to our present kindergarten system of pre-grade training, of such of them as prove desirable and the rejection of the rest."

This practical rejection of the Montessori method at least in its entirety, is made by Miss Bessie Locke, chief of the kindergarten division of the United States Bureau of Education, and corresponding secretary of the National Kindergarten Association, coming as an answer to the question put her as to the relative values of the kindergarten and Montessori methods.

Many parents who are planning to send the four or five-year-old to some sort of a school this fall have been in doubt as to the difference between the two systems, many think they are the same, and still others, giving the choice little or no thought, have been willing to place the child in any kind of a school provided that it was "amusing."

Just how harmful such an attitude is to the child himself, Miss Locke did not state, but she did draw even a broader conclusion, saying that "with the mixed peoples of this country, it long ago became evident, that there was a need of a careful training, or subtle influence to insure that freedom was not abused; that liberty was not made license, and that every one had a serious respect for the personal observances of laws and customs established for the benefit for all."

DEVELOPS GROUP SENSE

This careful training is not accomplished by the Montessori methods, and is the very heart and core of the kindergarten work. Miss Locke's definitions of the two systems will demonstrate this at once.

"The kindergarten, "she said, "encourages individualism by developing self-reliance, initiative, and originality. It discourages all forms of selfishness, and begins the development of the 'group' sense when the mind is most plastic, thus making easier the transition from home to school discipline and sowing seeds of mature good citizenship.

"The Montessori method evidently has a basic principle and purpose; the development of the child's ego, of its self-sufficiency, of its character as an individual rather than as a member of a group, like the family, the neighborhood, the local community or the nation.

"The conditions Dr. Montessori undertook to meet in Rome," she continued, "are so different from those in any American city. The inherited mental tendencies and personal characteristics of the single race, for which she shaped her methods are, obviously, so different from and so much less complex than those of a conglomerate nation like ours that most American educators are still in doubt as to how much of her system is valuable for permanent introduction here.

"They point to the fact that the 'House of Childhood', as the laboratory in pedagogics is called in Rome, has not been in operation long enough to give a basis for sound judgment of what it lastingly accomplishes.

MEETS AMERICAN NEEDS

"The ultra conservative profess to be nervous lest the enthusiasm which grasps at a new idea because it is new, may lead to our too hasty adoption of things which, in the end, will prove not advantageous to Americans—a waste of time, money, and energy.

"The history of our development in training the young indicates that the most likely lasting result of better acquaintance with the Montessori ideas will be the addition to our present system of 'pre-grade' training of such of them as prove desirable and the rejection of the rest.

"That is the way the present-day American kindergarten at its best had come to be the most efficient school of its kind in the world. Based on the fundamental principles laid down by the great child-student

Froebel, it has modified and expanded, studied and experimented till it became now what it is—the best suited means to an end, because created especially to meet American needs. Whatever it lacks among the things which the Montessori provides, it will no doubt take on when it is sure of what it is doing.

"The purpose of the Kindergarten Association is to see that, ultimately, every child in the United States has an opportunity to get the best possible equipment for later life by insuring it the benefits of certain kinds of training not given in grade schools—ethical, social and moral training particularly.

"Dr. Montessori does not claim that she originated the theories from which she started. She evolved them from those of others, which were already being applied to teaching feeble-minded and subnormal children. In practice she modified the methods thus used by an older physician, until she had suited them to her idea of the best way to teach the normal average child of the Roman tenements. Apparently its original source accounts for the basic principle of her plan: the development of the child's ego, of its self-efficiency, of its character as an individual rather than as a member of a social group, like the family, the neighborhood, the local community, or the nation.

REQUIREMENTS FOR LIVING

"Here arises the first question in the minds of American educators in considering the Montessori system. While it is necessary to develop the individuality of a child of less than normal intelligence, in order to make it less dependent on others and more efficient mentally, the belief grows steadily stronger in this country that the great lesson that children must learn, to make the highest success for themselves, and to be the best members of the community, is that of the requirements of living in a democracy with proper respect for others as well as for self. The kindergarten has been invaluable, it is universally recognized, in providing the influences which form a child's character and habits in this direction.

"It is natural that educators accustomed to look at all schemes of pedagogy in the light of American conditions, needs and experience, should at least imagine that they see in Dr. Montessori's method traces of a heritage from a plan for instructing feeble minded children. For instance it begins with teaching the children to button an unbotton, hook and unhook, lace and unlace, put on and take off their own clothes, to wash their faces and hands and perform the general personal care which according to the American idea should be learned at home. Dr. Montessori makes these things not merely matters of personal neatness, but means of mental development. Her theory is that in gaining independence in taking care of himself, the child also gains independence in thought and action in other directions.

"The theory of cultivating self-restraint by complete freedom, Dr. Montessori pushes farther than the kindergarten, but in the direction in individualism rather than of 'group senseousness.' She allows the children in her school at Rome to move about at will; to sit, walk, or lie on the floor, to stay indoors or go out, as the spirit moves.

"The child is allowed to use material, however, in only stipulated ways, and any disposition to experiment, to create something new, not provided by the regulation uses is promptly checked by a teacher.

"There is great divergence from the kindergarten here, as one of the important purposes of our American system of training young children is to encourage the creative faculty, exercise the imagination, and so bring about individual effort and stimulate intelligence.

"Montessori gives much attention to the definite scientific training of the sense. The rapid mastery of penmanship through the use of the 'sandpaper alphabet'—letters cut from sandpaper and made familiar to the child through handling and tracing—is certainly a spectacular feature of her system, but such complex instruments of self-expression as the alphabet and its employment should come much later in the child's development. At the right age, they say, Dr. Montessori's scheme will have much to recommend it.

"American training schools provide two-year courses of study and practice for young women who are fitting themselves to be kindergartners. Dr. Montessori completes in four months the training of those who intend to practice her method of educating little children."—*Washington Times.*

NEW KINDERGARTEN OPENED

Miss Gertrude Walch, daughter of Rev. and Mrs. A. Francis Walch of the Highlands, has opened a kindergarten school in the building near the corner of Sparhawk, School and Main streets. Miss Walch has the promise of quite a number of little ones as pupils.—*Newburyport, (Mass.) News.*

Miss Leonwalda Hicks has opened a private kindergarten at Lynn, Mass.

Statement of the Ownership, Management, Circulation, Etc.

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Signature of editor, publisher, business manager or owner.

J. H. Shults,

Sworn to and subscribed before me this 30 day of Sept., 1914.

F. H. Stone, Notary Public.

(My Commission expires Sept, 1st, 1919.)

The KINDERGARTEN-PRIMARY MAGAZINE

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INTERNATIONAL CONFERENCE ON RACE BETTERMENT

The Second International Conference on Race Betterment, at San Francisco, August 4-8, was attended by a large number of men and women of scientific achievement. The conference discussed race decadence, the possibilities of race improvement, and the agencies of race betterment.

Luther Burbank, discussed "Evolution and Variation with the Fundamental Significance of Sex." Mr. Burbank said: "Abundant, well balanced nourishment and thorough culture of plants or animals will always produce good results in holding any species or variety up to its best hereditary possibilities, beyond which it cannot carry them, and lacking which, maximum development can never be realized. But a sharp line must always be drawn between the transient results, temporarily attained through favorable environment and the permanent results of selection of the best individuals for continuing the race. Only by constant selection of the best can any race ever be improved."

Paul B. Popenoe, editor of the American Journal of Heredity, in discussing "The Natural Selection of Man" declared: "There are only two ways to improve the germinal character of the race, to better it in a fundamental and enduring manner. One is to kill off the weaklings born in each generation. That is Nature's way, the old method of natural selection which we are all agreed must be supplanted. When we abandon that, we have but one conceivable alternative, and that is to adopt some means by which fewer weaklings will be born in each generation. The only hope for permanent race betterment under social control is to substitute a selective birth-rate for Nature's death-rate. That means—eugenics."

Dr. J. H. Kellogg, superintendent of the Battle Creek Sanitarium, proposed that the conference institute a eugenics register which would undertake to register two classes of persons:—"First, those who, on examination in relation to personal characteristics and family pedigree, are found to measure up to eugenic standards. Second, the children born of parents whose pedigree and physical characteristics conform to the required standards. Such a registry would be the beginning of a new and glorified human race which sometimes, far down in the future will have so mastered the forces of nature that disease and degeneracy will have been eliminated. Hospitals and prisons will be no longer needed, and the golden age will have been restored as the crowning result of human achievement and obedience to biologic law."

Among the other speakers were Dr. David Starr Jordan of the Leland Stanford University; Dr. Ernest B. Hoag of the Los Angeles Juvenile Court; Edgar L, Hewett, Director of the United States Bureau of Ethnology; Prof. Irving Fisher, of Yale University, and many others of equal prominence in sociological and scientific circles.

The conference was concluded with a Morality Masque, in which two hundred students of the University of California took part. This masque was a dramatic arraignment of diseases and war.

AUTUMN LEAVES

E. J.

Ho, for a race! and ho, for a chase!
And ho, for a game of tag!
Hi Willow away! come Maple don't stay!
Now who do you think will lag?

Sharp blew the wind,
Low rustled the trees,
Loud sang the birds
Away went the leaves.

Swift ran Miss Willow and swift ran Lord Oak,
And hot grew Miss Maple and red.
Miss Tulip, poor soul, tumbled into a hole
And vowed that her breath had all fled.

Helter skelter, pell mell over stones into dell,
Ran the frolicsome, rollicksome crew,
'Tho who won at the chase, why nobody knows;
Now I wish I'd been there, don't you?

NOTE—Little leaves should be sketched in through the poem as desired.

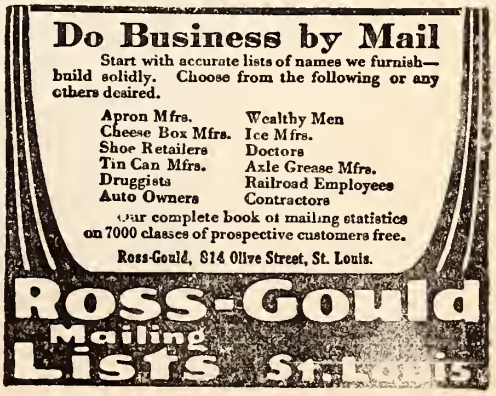
The Springfield kindergarten training school opened Sept. 21, with an enrollment of 21. Miss Harriet Twichell gave a short address, taking up psychology in general and the psychology of child life. She also emphasized the value of story telling and illustrated the different kinds of story. The class filled out the records containing information regarding experience and other qualifications and disbanded.

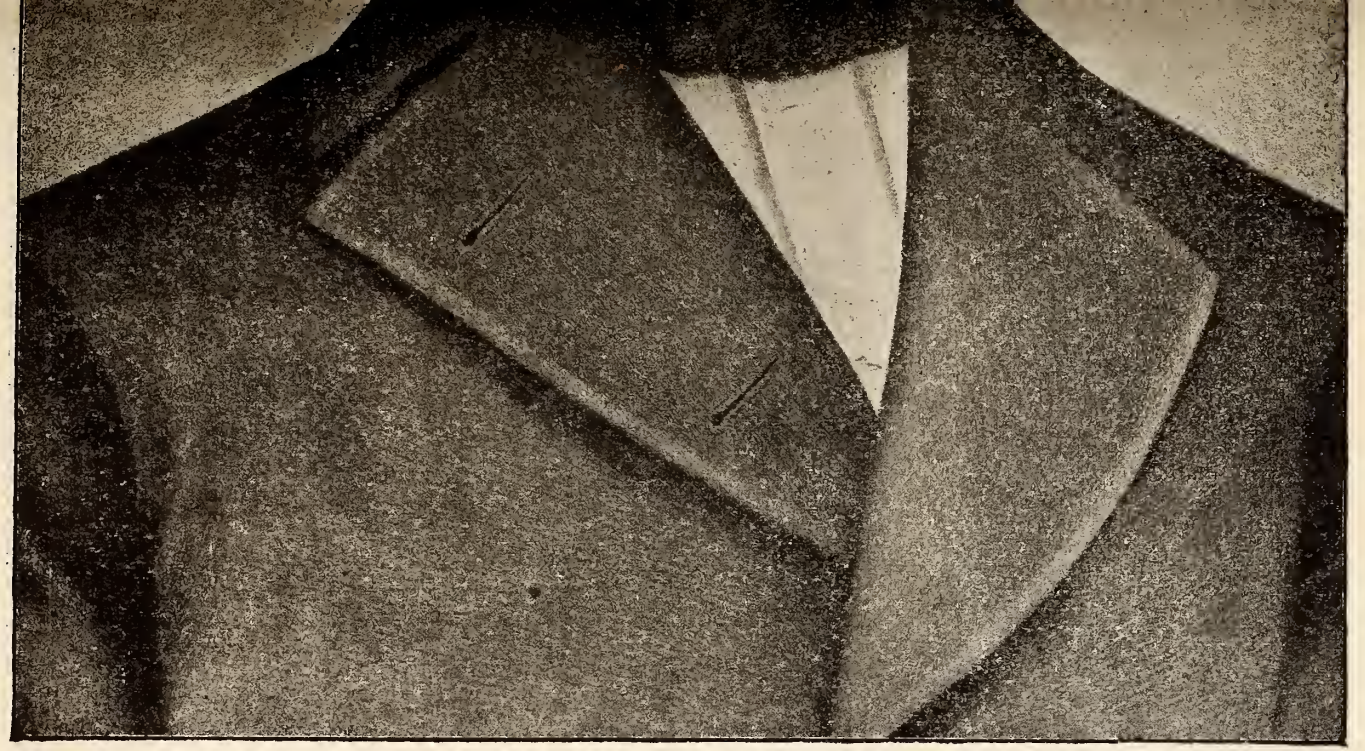
GREAT DEMAND FOR KINDERGARTENS

Owing to the crowded conditions of the kindergartens the board decided to hold two sessions of the Lincoln school kindergarten. Sessions will be held both morning and afternoon whereas they were formerly held only during the afternoon.—*Billings, (Mont.) Gazette.*

The matter of adding a kindergarten to the Worthington street school was also discussed, but nothing was done, pending the investigation. There are 70 children of kindergarten age in this vicinity who do not go to any school because there is none for them.
—*Springfield, (Mass.) Republican.*

Said robin to the blue bird,
"My nest I now must build,
And shortly you shall see it,
With pretty blue eggs filled."





FRIERICH FROEBEL

Born in the Village of Oberweisbach, Germany, April 21, 1782,

Died June 21, 1852,

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J. H. SHULTS, MANAGER.



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EDITORIAL NOTES

THE Michigan State Teachers' Association in annual session at Saginaw, October 27th, was very largely attended, and a decided success. Ex-President W. H. Taft, and David Star Jordan, were among the speakers.

EX-PRESIDENT W. H. TAFT, in an address at Grand Rapids, Michigan, October 27th, said "I am in favor of military training in the public schools because it democratizes physical training. The proposal for a reserve army should be fostered. This would be the skelcton of a sufficient force for defensive purposes. I believe in a big navy, a navy of sufficient size and strength to afford us time to prepare for invasion. Militarism is not much of a factor in this country of ours. The only way militarism can take possession of a country is when the country has a large army. Now we pay our men $15 a month and have a hard time getting them. How long do you think the party would last that authorized the maintenance of soldiers at $30 or $40 each a month, which is the least inducement one could offer to recruit half a million men for a standing army?"

STUDYING WAYS TO IMPROVE TEACHING OF LITTLE PUPILS

TRISTRAM WALKER METCALFE.

Members of the Board of Education will soon be called upon to decide whether or not the public school kindergartens are to be reorganized to increase efficiency or to be disorganized to save money by forcing some children out of kindergartens and by reducing the time others of the little children spend in school. There is every reason to believe that the decision will be in favor of the former procedurc.

Recommendations that would result in the latter deplorable condition have been before the Board of Education for some months. There is general opposition to their adoption, but they have not been brought to a vote because a constructive plan for improving the training of the little children has been suggested by the director of kindergartens, and is now pending before the board of superintendents.

Some of the features have been commended by the board and others have been rejected, not upon their merits, but upon the plea that legislation may be necessary to effect them. This attitude has disappointed many of the members of the Board of Education who have been defending the superintendents from the charge that their board is of little use in the system. They had hoped that the board would study such a proposal, determine whether it would effect improvement in the system, and if so point out how it could be put into operation. There is a possibility that this may be done by the superintendents before they adopt a final report. The entire matter is still before the board.

The reorganization proposed provides that in each school in which there are more than one kindergarten, one kindergarten teacher shall be made the responsible head, subject to the direction of the principal. The other kindergartners are to work under her direction. Under the present arrangement all of the kindergartners in a school are rated equal. Provision is made under the new plan for more definite training, for mothers' meetings and home visiting, and for the creation of definite standards for determining the merit of teachers' service. A way is opened for the substitution for the present automatic procedure of a fixed measure of the value of service rendered. Provision also is made for closer combination of the work of the kindergarten and the 1A grade and for the closing of excessively small kindergartens unless they can be combined with the 1A grade.

The plan rejects as harmful to the children and destructive of the possible service any proposal to require a kindergarten teacher to teach two classes daily and to reduce the time of the classes to bring them within the 9 to 3 o'clock day.—New York Globe.

WE should be glad indeed to devote a page or more to news items from the Kindergarten Training schools, if we could only get some one to furnish us the information. Terms will be made known on application to the J. H. Shults Co.

SUGGESTIONS FOR THE NOVEMBER PROGRAM

By JENNY B. MERRILL, Pd. D., New York City

It is a saying in our family that everything comes to use once in seven years. It so happens that the kindergarten Magazine for Novemeber, 1908, lies open before me and it has come to use again after the proverbial seven years, in 1915 for it is really an inspiration for this Thanksgiving month.

I presume few kindergartners keep back numbers for seven years, but if any one has done so, she will find two quite unique Thanksgiving stories, one by our present helper, Miss Bertha Johnston, which develops a thankful thought for Brother "fire" who warms us and cooks our food.

With present day gas stoves so common, the real fire of olden times is lost to view. "John Henry" in Miss J's story had to go to the neighbor's house, a half mile away to get a few "live coals" because the home fire was out and it was Thanksgiving Day! How could mother cook the turkey? John Henry appreciated a fire after that! Can you not build a story from this hint?

Simple glimpses into the history of a few of the every day things of life, as matches, may arouse the modern child's mind to think connectedly of past and present, and may be the means of awakening gratitude for the present rightly turned.

The other story by Miss Elizabeth Peene, who now after seven years has a charming little family of her very own, won a prize from her associates in the N. Y. Public Kindergarten Association.

It is a simple tale of a Thanksgiving party with "*two apples*" on a "kitchen chair" prepared by a little kindergarten boy for his still poorer neighbors.

Nathan had a good mother who listened to his tale of the Thanksgiving party in kindergarten. Nathan's *initiative* had not been stifled. He suggested the party at home. Mother had been to mothers' meetings and she helped the little fellow work out *his little problem.*

Nathan wanted his company to have lots of fun, so he got his paper doll for Mary. (It was one she could hug made of balls of tissue paper—not a flat paper—doll.)

Hymen rolled Nathan's "box-wagon" up and down the kitchen. Rachel took the only picture book but did not say, "Thank you." Nathan told her to say "Thank you," for was it not the month to practice saying "Thank you" so as to keep Thanksgiving Day aright?"

Nathan had a poll parrot and even polly had learned to say "Thank you."

When baby Mary was going to sleep that night she was sleeping saying, "party, dolie—thank you—thank you."

"Coming events cast their shadows before." This *first great autumnal holiday,* suggested both by nature's harvest, and by our own national history is the controlling thought for the month.

Let us make it a *home* and *nature* holiday for the little ones rather than a national.

The kindergarten child cannot generalize sufficiently to get the idea of a nation, but *home* and *nature* are round about the child and only gradually do they pave the way for the larger home, our country.

I mean by this that I disapprove of dwelling upon "the first Thanksgiving" in New England and what it meant in American history. Leave that to the grade teachers.

If there should be a dramatic representation of the pilgrims in costume in the school, the little ones will be interested undoubtedly. Let them alone as they observe absorbing what they can. But in kindergarten rather dramatize:

"Over the river and through the woods,
To grandfather's farm we go."

Even to appreciate this simple story in rhyme, you must commence early in the month to review summer experiences on the farm if any have had them and if not, to show pictures of a farm, and to build farm houses, barns and fences.

Lay out a farm scene on the sand table, and draw, day by day a growing farm scene on the blackboard, building up the story of Farmer Brown or "Grandfather's farm," as you add bit by bit to the picture.

If you do not draw, get out the toy picture books and the toy farm animals and the farmer's tools.

Get a large box and fit it up for a barn. Use a little hay, a wagon, make stalls for the horses and cows, for is it not getting too cold for them to stay out of doors?

Have a few toy barrels to put in the barn. Let the children fill them with colored beads or tiny clay apples that they have moulded and painted. Let them make clay eggs and hide them in the hay. This realistic representation of a barn in a box will enable the city child to image farm life and the Thanksgiving song will have a real meaning.

Memorize a verse a week, or possibly two. Follow the children's suggestions in dramatizing the sleigh-ride, the arrival and greeting, and the dinner at Grandma's.

Let this dramatization grow slowly. Modify the children's suggestions if advisable.

Aunts, uncles and cousins may be impersonated as well as Grandma and Grandpa.

Let the children take turns in driving the sleigh. They will build it of chairs doubtless. The sleigh may be an automobile if there are no sleighs to show. Pictures will help if good snow scenes are secured. Do not forget the ride home. Play bundle up well.

Have polite goodbys with "Thank yous" to Grandma.

All these details help the little ones to enter into the spirit of the play. Listen patiently to their suggestions, and if possible let them carry them out. It is easy to make the difference in children whose thoughts are encouraged and those who are suppressed or are merely taught to play regulation games by dictation.

The child who helps "organize" the game or play is gradually learning to *plan* for life. The adult in playing with children must aim to keep in the background, and yet help the children to rise to a higher level than they would alone.

Such direction requires the constant exercise of good judgment on the part of the kindergartner. Dictation in game, play or work is much less difficult and much less valuable.

The talks about the farm, the memorizing of the words of this song, or any other, learning to sing it and to play it will occupy much of the *morning* circle and *story time*. It will also be a leading feature of the *game period*.

GIFTS AND OCCUPATIONS.

This song also furnishes suggestions for *gift-work*, as in building the farm-house, barn, bridges, sleighs.

The *occupation work* is modeling, painting, paper-cutting of dishes, fruits and vegetables for the Thanksgiving feast. Pumpkins are sometimes made of orange colored crape paper stuffed with pop-corn or tissue-paper, and tied with green worsted. The expected pudding may be made the subject of great fun on a modeling day, and the children's ingenuity taxed to make a clay pudding look real.

They will enjoy modeling dishes, and even attempt the turkey late in the month.

They may cut paper napkins, fringing them; they may decorate circular paper plates, with a few colored strokes,—no elaborate designs in the kindergarten. They may make decorative chains for the room using autumnal colors, browns, reds, orange and yellows as suggested by the leaves, fruits and vegetables.

PREPARATION OF FOOD.

Some time during the month, it seems quite in season to introduce talks and experiences connected with the *kitchen*, the *fire* and *cooking*.

Some kindergartners try to visit a grocery and a bakery.

If there is a school kitchen, be sure to ask permission to visit it, but even in the kindergarten room, many kindergartners make a cake, a pudding, bread or biscuit, butter, apple sauce, grape jelly, or cranberry sauce. These foods in my experience have proved the most simple to prepare. A few have even made the pumpkin pie, letting the children see every step of the preparation.

Children love the activities of the kitchen. Encourage mothers in November mothers' meetings by telling them of the educational value of kitchen experiences for children.

A little patience will put the child in touch with *real* things in the kitchen. He can learn to help at an early age in trifling matters because he loves to be active. If he only sits and looks on, it is interesting at first, but something can be found for him *to do*. Be patient and don't scold. A bit of dough and the rolling-pin will prove better than a toy.

Encourage the mothers to report for each other's benefit. Let them show each other how to ornament a table, with vegetables and fruits. Some mothers know how to make animals and flowers from vegetables. See if any do, if not, perhaps you can show them yourself.

Show the pretty star in an apple if you did not do so last month by cutting the apple at right angles to the stem. Find the impress of the apple blossom by holding a thin slice to the light. Make a doll or "brownie" with two apples.

I consider it fundamentally valuable for a child to be educated early in kitchen experiences. These experiences touch *nature in* many ways . They touch animal plant and even insect life. They may suggest cleanliness in preparig food. They show the great value in cooking of both water and fire,—"Sister Water" and "Brother Fire," St. Francis called them. His is a genuine Thanksgiving hymn, quaint and olden coming down to us through seven centuries.

Let me quote it in closing my hints for our Thanksgiving month, for you, mother and kindergartner.

"Praise to Thee, my Lord, for Sister Water
Useful and humble and precious and chaste!
Praise to Thee, my Lord, for Brother Fire,
Who lightens up the night and is handsome, and
joyous and robust and able.

Praise to Thee, my Lord, for our Sister and Mother
The Earth who brings forth varied fruits and
herbs and bright-hued flowers,
Who sustains and keeps us!
Praise ye and bless my Lord and thank Him and
serve Him with great humility."

St. Fransis of Assiri, 1226.

Over the river and thru the woods
To grandfather's farm we go,
The horse knows the way
To carry the sleigh
Thro' the white and drifting snow.

Over the river and thro the woods,
Oh how the wind doth blow,
It shakes the trees and bites our toes,
As over the ground we go.

Over the river and thro' the woods,
To have a first rate play,
Hear the bells ring, ting-a ling-ling
Hurrah for Thanksgiving day.

Over the river and thro' the woods,
Now Grandmother's face, I spy;
Hurrah for the fun, is the pudding done,
Hurrah for the pumpkin pie.

A WEEKLY GUIDE

FIRST WEEK.

Topic.—Our winter food. The harvest.

City children visit a grocery. Tell all they saw good to eat. Country children tell what is stored in their barns and cellars. Use in both cases the word "harvest." Let children think how to decorate the room to remind them of the "harvest." Who gathered the harvest? Who planted in the spring time? Who took care of the fruit trees? Who sent rain and sunshine? Who buys things for us to eat at the store? Who brings them to the stores? Who makes jelly and who cans tomatoes and corn and peaches so that we can have them in winter? Why don't they grow in winter? Puzzle little minds with questions and encourage the children to ask questions. Show grains and cereals. Use pictures on packages that hold cereals. See if children have watched mother cook oat meal. Show yellow corn meal. Make a corn cake. We need something in our oat meal.

Show a bottle or glass of milk. Who brought it? How did the milkman get it? Show pictures of the cow. Play with toy cows and other farm animals this week.

CONCLUSION.

Little children should be thankful for their food. They should thank the grocer and milkman for bringing it. They should thank the farmer. They should thank mother or the maid for cooking it. Should they thank father? Why? Some people always bow their heads and are quiet before they eat. They are saying —"We are thankful for this food." Will you do it?

PLAYS AND GAMES.

The farmer. The orchard.

Bringing things to the city.—the train. Buying at the grocery store.

The milk wagon delivering milk.

Sense games to recognize fruits by touch.

(See the Mother Play suggestions on "taste.")

RHYTHMS, STORIES.

Bowing. Pop corn. How the corn grew. Poulsson, Little Boy Blue.

HAND WORK.

DRAWING.

1. What can we *draw* to help us think about our food? Who can draw a glass of milk? Use white crayon after drawing outline to represent milk.

Who can draw an apple?

An apple tree? A ladder to get the apples? A basket?

Free drawing each day.

2. What can we *cut?* Let children choose. If they do not suggest well, ask if they would like to cut *tools* to help us remember how hard the farmer worked to help things grow so as to have a big harvest. What have *we* done with tools in our garden?

3. Fold. A cup to drink out of on our walks.

4. Coloring. Fill in with appropriate colors an outline drawing of the cow.

5. Build with blocks and outline with sticks, barns and farm houses, fences, stones, milk-cans, etc., and anything children think of. Let them tell why they want to make certain objects.

SECOND WEEK.

Topic.—Our new song for Thanksgiving Day.

Talk about vsiting our friends. Who went to see Grandma on Sunday? Who went to see some one else? Children tell about visits. Who went to see else? Children tell about visits. Who would like to play "visit"? How? "Let children shake hands with each other." Any other way? Try to get children to work out this little problem in several ways in the ring and at game time. Suppose Grandma lived far away, how could you go? Tell us a story the visit of some children who had a grandma and grandpa in the *country* on a farm as indicated in the song "Over the river." Tell in detail how they went and all that happened. Then sing the song complete to them. Let them suggest how to play it in kindergarten. Perhaps "Going" will be enough at first. Select horse, driver, make wagon, etc. The first verse may be sufficient for this week. If there is time for the second stanza, let the children suggest how we could have *trees* and the *wind*. (If it should happen to be windy any day, open the window wide while they play, or in game time, play out-of-doors.) Do not introduce sleigh-bells until ready to sing the third stanza. Meanwhile ask children to bring bells. Often in a large kindergarten, such provision is possible and it delights the child who has them to bring. Let the children contribute whenever possible to the little community, thus helping to develop the social life and the spirit of co-operation.

STORY, PLAYS AND GAMES

As indicated above. Also any children ask for.

Nursery rhyme.—Four and twenty blackbirds.

Rhythms—Swaying trees—galloping horses—running.

Hand work.—Building and outlining with sticks and rings, carriages, trolley cars, autos, trains, sleds, sleighs, and any vehicle of travel that might take us to "visit."

Outline also the trees making the woods.

Sand table.—A country road—a bridge— a wagon with a toy horse. Children may furnish these from among home toys.

Drawing and cutting.—Vehicles.

Folding and Pasting.—The carriage or sleigh—make a simple box for the body—or let children each bring a small box.

Cutting.—Dolls for the sleigh ride.

THIRD WEEK

Topic. Finish the song, or if finished teach another Thanksgiving hymn as:

"Thank Him, thank Him, all ye little children,
God is love, God is love."

or

"For the fruit upon the tree,
For the birds that sing of Thee,
For the earth in beauty drest,
Father, mother, and the rest,
Father in heaven, we thank Thee."

Review the "conclusions" mentioned under First Week. Consider especially this week the environment of your kindergarten, and lead the children in the morning talks to tell other things they are thankful for accordingly. These will differ in city and country and home. Some years ago a N. Y. C. kindergartner outlined these points as follows:

For what the city gives us.

1. Police to protect us.
2. Firemen to put out fires.
3. Lights for our dark streets at night.
4. Parks in which to play.
5. Men to keep our streets clean.
6. Postmen to bring us letters.
7. Schools and kindergartens.
8. School teachers and school doctors.

PLAYS, GAMES, RHYTHMS

Review those of the first and second weeks, dwelling now upon the "arrival." Select several children to impersonate aunts, uncles and cousins, as well as Grandma and Grandpa.

Dress Grandma as an old-fashioned New England lady. Get spectacle frames without glasses. Children so enjoy a little "dressing up," as they usually call it. Some day play the game just before dismissal so that all may put on their wraps for the ride. This will be very realistic.

Other stories, as "How Patty Gave Thanks."

See also current children's magazines: The Child's World.

Review nursery rhymes, adding any one desired or that children suggest.

Simple Simon's story connects well with the general topic, "Food." Let the children recite these nursery rhymes at odd times, perhaps when waiting for dismissal bell.

HAND WORK

1. Clay modeling. Dishes for a doll's Thanksgiving table. Loaves of bread, rolls, pies, cakes.
2. Cutting. Dishes, napkins.
3. Drawing. Illustrative of the song.
4. Coloring. The horse.
5. Folding and pasting. Paper bags.
6. Building and outlining. Free.

FOURTH WEEK

A visit to our *School Kitchen.*

Let this be distinctly a *Home Week.* Review the home work of September, bringing to mind the work of father, mother, sisters, brothers. Our pets, our story and picture books, our food and clothing. Are we thankful for all these? What can we spare to give to some children whose father is sick, and cannot work?

Shall we fill a basket with fruit and vegetables? John can bring an apple? a potato? a box of crackers? a pair of mittens? a little coat or dress? a picture book? a toy?

Song and Game—"Give," said the little stream.

Memorize. It is more blessed to give than to receive.

HAND WORK

Making butter. Cooking apple or cranberry sauce, the children helping. Preparing for the Thanksgiving party if one is to be given.

Making chains for decoration.

Folding paper napkins.

Cutting plates and decorations.

(The kindergartner may furnish large circles of white paper for plates. The children make red dots or dashes around the edges for design.)

Outlining with sticks and rings and seeds. A toy table may be set with these, using rings for plates, half rings for saucers, inch sticks for knives, forks and spoons, seeds for fruits and vegetables.

Let each child follow his own plan but add suggestions as needed.

SAND TABLE

Complete scene if not already finished.

PAPER WORK

Prepare invitations for party by cutting a double pumpkin that will open like a book. Teacher, perhaps, makes them of white paper and children paint them orange color. Children are asked to carry them carefully to mother.

NOTE—The kindergarten Thanksgiving party must be adapted to the class of children attending. A real feast may be needed by some, if so, try to get friends to provide it.

In some cases, an exhibit of the children's work since September may be preferred for parents.

Speak of this as your "Harvest."

NOTE—We have tried to indicate possible divisions of the work to assist the inexperienced kindergartner. The outlines are flexible and the week's work will

doubtless overlap according to the varying capabilities of children.

We wish to remind kindergartners of the points suggested as guides in method:

1. Physical activity—locomotion.
2. Nurturing—caring for room, for younger children, for pets, for plants,—this month for the needy.
3. Communicating—talking freely. Also encourage bodily expression in gesture and dramatic play.
4. Constructing—making—which in a broad way, may be taken to include all gift and occupation work.
5. Experimenting. Much free endeavor, little dictation, considerable suggestion to lead the child on and up.
6. Playfulness in spirit and earnestness in work.
7. Social co-operation as a preparation for living together.

VALUE OF INITIATIVE; METHOD OF TRAINING

Dora A. Mondore, Grand Gorge, N .Y.

Original! Everyone takes pride in original ideas, in the mere fact that some fresh conception or plan has formed in his mind. Throughout the world originality is appreciated. Closely akin to the originator is the initiator—he who takes the initiative.

Why is this? Why is the man who practically "starts the ball rolling" considered by the world in general as more important than those faithful hordes who "keep the ball rolling?" Why are Rockefeller, Ford, and others praised (or criticized) more than the thousands in their employ? Simply because the employes are followers, imitators. They lack originality and initiative. They are not "planters," but are merely "watering what another man has planted."

Let us not depreciate the mechanical worker. This is not our motive; but, that man in whom initiative has been developed, though he works under a "boss," still, feels more, thinks farther, learns as he works, and often develops some method by which his work is lightened, or devises some innovation which will enhance the value of his labor or even improve upon the system under which he labors.

In all walks of life initiative is of importance. In the humble but infinitely important task of child-training the mother finds unlimited demands made upon her powers of initiative. While some children are naturally possessed of a certain amount of initiative, they can by their training and environment be influenced either favorably or unfavorably in this respect. The pampered child, through force of habit, becomes dependent, gradually learning to cast responsibility and cares on "broader shoulders," on those who are more willing or able to cope with conditions. That child, on the other hand, who is left to solve his own problems, to "work out his own salvation," becomes self-reliant—his initiative is developed. Such a child prefers to do his own work rather than to copy; unconsciously he may lead rather than follow—originate rather than imitate.

The task of developing a child's initiative is not an easy one, but it is a *worth while one.* It would be a comparatively simple undertaking if the method consisted of merely introducing certain games or lessons among the children. But even as a plant is influenced by the changing breezes and the sun's rays, so the initiative of the child must be developed through the varying lessons and games of the day.

By allowing the child to work without hindrance or suggestions we obtain the direct product of his thinking. The house he builds from his blocks may be clumsy and lacking in symmetry; but what does this matter? In this instance, it is not the *house* we desire; it is the exercise and development of his creative ability or initiative. It is the mental process which causes his house to be so different from the next child's. It is well to remember that "John building block houses" is as different a problem from "James building block houses" as when Mr. Long builds a brick house and Mr. Short builds another brick house. Given equal resources, the results differ. Individuality and self-expression demand that each child be considered on his own merits; the freedom of the kindergarten gives it superiority over the grades in affording this personal attention.

The teacher who induces a child to carry out *her* ideas destroys his opportunity to develop initiative. It may seem tedious to wait for the little mind to grasp the situation; but, ultimately, it is evident that a long time spent on one original task is of more value than an equal amount of time spent on several imitations.

While rapidity and skill are essential, they may be acquired later through practice; they should not be acquired at the expense of creative ability.

It is this depending on his own resources which gives the child in later years, power to meet exigencies promptly and wisely and to cope with practically all conditions upon all occasions. Such children are not apt to be numbered among the "failures."

KINDERGARTEN FLOWER GARDEN

The Ericsson kindergartners have been very proud of their flower garden, but they have been obliged to bid it goodbye for the winter. The little folks planted the flower seeds themselves last spring, and with utmost care they pulled out every weed and nursed the flowers when growth started. During the summer the janitor did most of the work of caring for the plants, because the 5-year-olds were a little too young to work in the hot sun. The little flower garden is situated on a corner of the rather too limited school grounds, and the new kindergartners this fall have bubbled over with the delight of the many-colored flowers.—St. Paul News.

Miss Mary Ledyard is to have charge of the kindergarten department of St. Helens Hall, Portland Ore., when the new quarters are completed. Miss Ledyard has charge of the kindergarten at Los Angeles Cal. who spent a year or more in China organizing kindergarten.

EARLY PRIMARY WORK AND ITS RELATION TO THE KINDERGARTEN

JENNY B. MERRILL, PD. D.

In an able monograph recently published by the U. S. bureau of education, Miss Luella A. Palmer writes upon "Adjustment between Kindergarten and First Grade." She has summarized the views of primary teachers, kindergartners and supervisors which were revived by Dr. P. P. Claxton, our national commissioner of education, in answer to certain questions sent out by him.

There are many valuable hints in this careful study. One relates to *number work*.

It seems that the tendency in the best primary first grades is to *reduce* number work, while some kindergartners are inclined to over do numbers in the kindergarten thinking it will please primary teachers! Fortunately many superintendents have already agreed that heretofore too much formal number work has been required in the first year. The tendency now is to make the teaching of *number incidental*, to connect it with games and also with necessary counting and measuring as in preparing hand work. The kindergarten does much of this incidental work in number and if the primary teacher knows this, she can build upon it. The six colored balls of the first gift are often counted in playing games and in returning them to the box to see if all are there. In a game, one or more may be hidden which suggests subtraction.

The eight small cubes of the third gift and the eight oblong blocks of the fourth gift are often seen as two fours when the boxes are opened. The children in play make the blocks march by twos or ones. They count them as they build higher and higher.

There are many other concrete experiences with number in using these two gifts, and also in measuring sticks of different lengths on the squares of the table. Sticks of one, two, three, four and five inch lengths are often used in the kindergarten. They may be measured, put together, etc. If children remain two terms or a whole year in kindergarten, the repeated handling of these blocks and sticks has really drilled, tho unconsciously many of the smaller number combinations into the children's memories.

Weaving mats impresses the *succession* of numbers, in ones, twos and threes and gives the underlying thought for multiplication one up, one down, two up, two down, etc.

Number also enters into paper folding.

Again in kindergarten, the children are often allowed to count each other which greadually extends counting to twenty-five or thirty. At first, boys are counted alone, then girls so that the counting is not too extended. Where this counting of boys and girls is done regularly every day for a term in the kindergarten, nearly every child when promoted can count at least to ten, and many to twenty without help.

Some kindergartners now keep the record of attendance on the blackboard so that the children become accustomed to see figures, but no formal instruction is given in figures. The children are not even required to know how to read or make a single figure, yet the bright child may acquire considerable power to read figures merely by seeing this record from day to day. It is a good exercise for the*first year* also.

Rousseau says:

"Count, *measure*, weigh" as a basis for arithmetic.

This early counting in the kindergarten is of positive value and the primary teacher whose class comes to her from the kindergarten should use this knowledge of counting to build upon, and continue it concretely.

If there is no kindergarten in the school, the primary teacher should give *similar experiences in counting before introducing figures.*

Figures are only signs or *symbols* of number, not number itself. Too much primry number work deals with these *symbols* instead of the real number.

The primary teacher sometimes has splints and sticks furnished but if not, she can cut strips of stiff paper or secure some simple objects to be counted daily, as leaves and nuts during the fall. Pebbles nd shells are often used. The objects chosen for counting must be those easily obtained, easy to distribute, and such as will not scratch desks or make too much noise in handling.

The kindergartner has the advantage of always having materials for every child at hand. The principal reason why the transition from kindergarten to the first year is trying, is just here.

Materials re not so often put *into the child's hands.* He has to constantly *pay attention* to what is being done at the front of the room. Sometimes he cannot see well at a distance; this strain upon the child's attention is too great.

This difficulty is being rapidly obviated in our best primary schools by teaching the children of large classes in groups. Materials for counting and for other number work are placed upon a long table at the front or back of the room.

A group of children gathers around the table and handles the toys or other objects used in counting. They may play store with each other.

Toys should be used to some extent, and natural objects. The latter give city children the pleasure and

experience of seeing and handling such pretty things as shells, pebbles, acorns, leaves, etc.

What are the children to do with such objects? They are first to select from a pile a certain number, for example the teacher may say, "Here is a basket of acorns. Who knows where we get acorns? Well, let us play we are out in the woods under an oak tree picking up acorns.

Each of you may pick up three acorns and put them in a row on the table—(Probably all know three.) Now you may all pick one more acorn and put it with the three acorns. How many have you now? How many did you have first? How many did you add? (Use the word "add naturally and the children will soon catch its meaning.)

If the formal language of arithmetic is required, tho I do not recommend it, let the children repeat 3 acorns and 1 acorn are 4 acorns. Then turn and write on the blackboard 3 plus 1 equals 4. The children are learning to read words and this is *merely reading* signs. The teacher points and reads and the children imitate. *Three and one are four*, may also be written.

The children should not be required even in the first school year to write figures during the first month. Let pupils see teacher write figures for several weeks before asking them to do so.

When the figures are made, it helps to playfully compare their shapes with familiar objects, as.

7 is like a little flag.

2 has a long neck like a swan (if they know a swan.)

5 is like a button hook.

3 is like a curl or like two scollops.

4 is like a chair. Now let some one sit on it.

1 is like what?

8 begins like the letter S. Then add a line upwards 8.

6 is like a shaving of wood.

9 is a balloon on a stick.

0 is like an egg.

Take the children's fancies or your own instead of these. Do not insist upon making figures in order at first. Select the easy ones. Eight is usually the hardest for children, but if they have the shape S in mind they will begin without difficulty.

After a time ask a child to make any figure he can on the blackboard and immediately have another child find what the figure means.

One child may show so many shells, another the same number of marbles, another may hold up the same number of figures.

The primary teacher who is trying to have a "connecting class" will profit by reading the article on the kindergarten program. Note especially the finger game of the piano in September and use it in counting to five. Use the hands and fingers freely in the first school year as we do in kindergarten and you will do much to prevent fatigue.

I once visited a primary school where the children sat in stiff positions and kept their hands folded behind them a great part of the time. The principal seemed to think this prevented mischief and also helped the children to sit up well. She was a good woman and meant well, but let us hope she has left no descendants to perpetuate such methods of discipline.

The primary teacher of today has learned to utilize the natural activity of the child in teaching every subject. The hands love to touch.

In counting, for variety appeal occasionally to the sense of hearing, as clap three times, 1, 2, 3. Clap four times.

Let the children close their eyes and listen while another child taps on the floor with a stick. How many times? Let them count as the clock strikes if there is one to be heard. Let them also find the figures on the face of the clock if Roman numbers have been discarded.

Do not confuse them with both kinds of numbers until later.

When Roman numbers must be introduced, tell a story about how people who lived far away used to write numbers. . Teach the strokes first 1 11 111 1111.

Then as the Romans did not want to go on making strokes, they made something that looks like a hand for *five*. Look at your hand. Hold the thumb out as far as you can. What letter do you see? V. So they made the letter V for five.

Then can you guess what they added to V for six? etc.?

Later show that those people chose the letter X for ten because it has *two fives*.

Who can find them? One is upside down.

Then someone said when we put I after X it means eleven, but when we put I before X it will mean to subtract I.

Then they thought of putting I before V. What would that mean? and so on?

These are mere hints to give the spirit of number work in the first year. Begin slowly. If you do, you can double the work later on.

The greatest difference between number work in the first year and in the kindergarten is the introduction of figures to express numbers. This step is wholly out of place in the kindergarten. It is not usually until about the sixth year that children are ready for signs or symbols in language or in numbers.

In these articles we may alternate between reading and numbers as we wish to help the kindergartners who are beginning to teach in the first year in both subjects early in the year. Probably next month we will continue October's suggestions on reading. Meanwhile we will be pleased to receive questions upon first year work from either kindergartners or primary teachers.

*Miss Palmer's Monograph may be obtained from the Superintendent of Documents, Government Printing Office, Washington, D. C., at five cents per copy.

TOY MAKING FOR THE KINDERGARTEN

JOHN Y. DUNLOP, Glasgow, Scotland.

The making of toy paper boats is always a great source of enjoyment to little fingers.

For the baby room newspapers can be used freely.

All the paper should be cut the same size before it is handed out to the class.

Fig. 4 shows a double boat made from a piece of square paper.

Fold into sixteen squares, open out.

Fold each side over to meet the middle crease, Fig. 1.

Fold on the diagonal dotted lines, Fig. 2, taking the triangular part to the rear of the pattern as shown at Fig. 3.

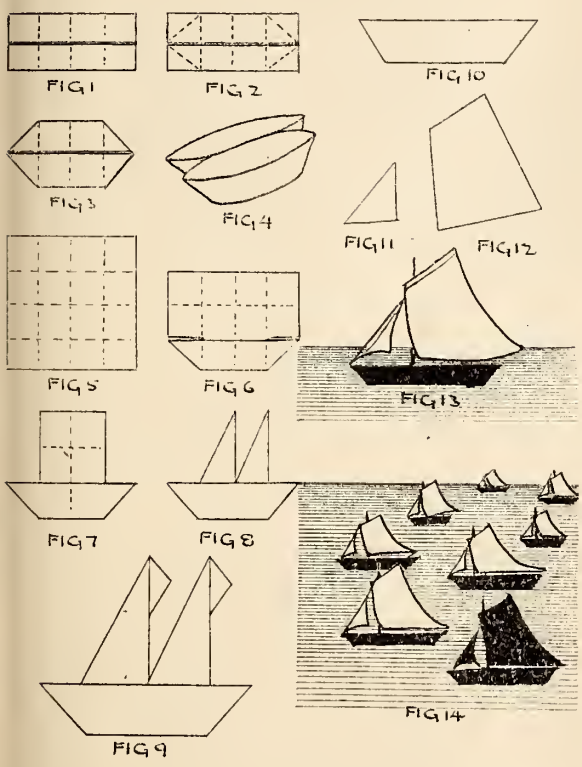


Fig. 3 is now folded backward and Fig. 4 shows the pattern opened out.

A very interesting paper boat with a middle sail is made from a piece of square newspaper about 12 inches square.

Fold down the middle. Fold the inner corner to within one-half of an inch of the middle, turn up a small portion of the outer edges on each side.

Turn in the corners.

The pattern is now a boy's cockade.

To proceed with the boat stretch the sides outwards and bring the front and back creases of the cockade opposite each other. Press flat. Turn up the outer triangular corners.

This gives a further pattern of a hat for a boy.

Stretch the sides of the pattern out again then bring the front and back opposite each other, press flat, turn up the lower corners.

Catch the outer portion of the paper at the sides of the folded pattern stretch out and the strip is complete.

Fig. 4 shows the paper folded pattern of a ship with two sails.

Fig. 5 shows the first series of folds.

Fig. 6 shows how the lower four squares are turned up and the corner pressed inwards.

The side squares are now turned backwards as at Fig. 7, and the triangular shaped sails as Fig. 8, completed with the scissors.

Fig. 9 which is the complete model is obtained by folding the upper peaks of Fig. 8 at a slight angle.

A great variety of straight line cutting lesson can be obtained in this lesson.

Fig. 13 shows the model of a small sailing boat which was made up in various tints of paper.

The cutting lesson are shown at Figs. 10, 11 and 12.

Fig. 10 was cut out of a piece of brown paper. Fig. 11 and 12 white paper.

The patterns were then mounted on a neutral grey tinted card with a blue sea space.

The body of the boat was gummed all the way over, but the sails were only gummed along the double line shown at Fig. 13.

This allows each sail to be curved outward and gives the impression of action in the gummed picture.

Fig. 14 shows a very complete picture on this simple lesson, all the patterns are the same, but the various sizes of sails should be graded to give distance to the picture.

KINDERGARTEN TEACHERS VOLUNTEER TO TAKE ON ADDITIONAL WORK

A step which is likely to do much toward solving the half-day session problem in the lower grades of the public schools was decided upon by a majority of the 200 kindergarten teachers who attended a meeting in Cass High school, Detroit, to discuss the subject of their undertaking five or six hours work a day instead of from three to four as at present.

Some of the teachers proposed to Miss Regenia R. Heller, supervisor of kindergartens, that instead of teaching only in the mornings or afternoons, they be apportioned work for both periods in the school day, if not to conduct kindergarten classes, at least to aid with work in most instances owing to overcrowded classes.

"There was a majority of the kindergarten teachers in favor of accepting more work," said Miss Heller, "and they will probably petition Superintendent Chadsey within the next week that their duties be enlarged.

WATERTOWN, MASS.

Miss Florence Brinkerhoff, a graduate of the Boston Normal School, has opened a private kindergarten at her home, 26 Philips street.

MOTHER PLAY

(See Frontispiece)

TASTING SONG

(Translated from the German of Friedrich Frœbel.)

By Bertha Johnston

Motto for the Mother (Prose rendering.)

Through the senses Nature speake plainly to the child,
Mother, see to it that through the former he finds the latter.
Through the senses open the gateway of the soul,
But it is the mind that draws this forth into the light.

Through the senses the baby's soul lies revealed.
Nurture the senses faithfully, and you may hope with surety,
That your baby will in the future avoid much pain and grief,
Yes, that it is even preparing for itself, purity, pleasure and joy.
For, through all that Nature says to us,
Signs of God's fatherly love are conspicuous.
Only you must early awaken the child's mind,
To discover the inner, through the outer.
If your child here early anticipates such connection,
It will certainly clear the way to this goal.
He to whom Nature's laws speak of God,
Finds in himself the peace of God.

SONG FOR THE CHILD

Open your mouth, my baby, wide,
Something good I'll pop inside.
This soft plum you'll not refuse,
Now both teeth and tongue please use:—
Say how tastes it—very good?
Sweet, yes, sweet—you like such food.

Next, this apple, I hold here,
For we eat them, too, my dear.
Pucker you, your lips, the same,
As paper crinkling in the flame;
Sour, yes, it tastes quite sour,
Babykin likes sweet things more.

Bitter though the almond be,
Baby likes it, too, I see.
Bitter's healthful for my baby,
Though his mouth it pucker, maybe,
Though my child must bitter meet,
Yet it makes life bitter-sweet.

But if unripe things we use,
Pains and aches we also choose,
Unripe things must baby shun,
They'll bring pain to my dear one.
So, my baby, sweet and pure,
Won't enjoy things till mature.

COMMENTARY FOR THE MOTHER

As happened with the Falling Gems, this little song and play is without a picture, which, however, in this case can be almost more easily be spared, as the object itself, is so bound up with life. Who does not know and rejoice, loving mother, that with your child, you carry on everything in play, and clothe in charming play life's most important lessons,—as when teasingly, playfully, you demand, "Let me have a bite," or "Bite this little pear!"—"Oh, how sweet it tastes!."

Come baby, taste this currant,
So pretty, shining red,
You pucker up your little mouth,
Then—shake your little head.
This means, a second one you'll take,
So juicy, cool, your thirst to slake;
This fruit, my baby, likes to eat,
Though *sour* is mingled with the sweet.

So you seek, mother playfully, sportively, to cultivate, foster, develop, every sense, especially the sense of taste. And what is more important for thy child, than the cultivation of the senses, particularly that of taste, especially in its metaphysical significance? Who is willing to be called of "low and vulgar tastes?" And who does not rejoice when it can be truthfully said of him, "He has fine, good, pure, taste?"

Why is it, then, that we commend particularly in a man the perfection of his taste? Because, through the taste, is manifested, revealed, the essence, as it were, the nature, the mind, the spirit, of a thing—that of the life-giving, as of the destructive. For that is the office and the higher significance of the senses, that through them is declared, revealed, to the soul, the nature of a thing, its soul, without its being necessary, even with the sense of taste, to take up onto oneself, the external, the substance itself. It is a most noteworthy characteristic of the senses, that through them, to him who has cultivated them, and then obediently followed their instructions, the nature, the soul of a thing, declares itself, before it can operate injuriously or unhealthfully, upon him, through his enjoyment of it; or before he need destroy it in order to enjoy it—just as things themselves possess in proportion, the corresponding attribute of frequently showing their inner nature, distinctly stamped in their external appearance, particularly if enjoyment of them works injury to health. Thus, it is known, that at least most of the most harmful poisonous plants have a dark, dull, often contracted, twisted appearance; even the belladonna, so beautifully smooth and shining, and the spurge-laurel, with its peach-red blossoms, shares this characteristic, as in a higher degree, do the deadly nightshade, and the black henbane. Where, however, the form conceals it, the odor indicates it more decidedly, in the sensations of disgust it awakens. And taste, indicates the nature of a thing, whether it is healthful or unhealthful, even in those cases, when a thing is wholesome to eat in itself, being unwholesome only when excess leads to

indisposition; then satiety and aversion are produced, —as, for example, with honey.

If then, the cultivation of the senses, as of sight, or particularly those of smell and taste is important, for avoiding much that is harmful and unwholesome, it is important above all, for developing and elevating the mind and soul, for arousing the will to activity; since in all Nature, the natures of things declare themselves, only through cohesion, matter, smell, and taste, as through form and appearance, magnitude and number, sound and color, and their endless reciprocal proportions and relations.

The right and vigorous, and the early, careful cultivation of the senses as a whole, is therefore, of the utmost importance, both during man's early years—his childhood—as for his later years of manhood, particularly, when they do not, as with savages, stay quiescent upon the bodily, physical plane, but are employed with all seriousness, in order to investigate and to apprehend for themselves, the nature and soul of things, thus manifested. This however, is possible only by observing, combining, and comparing their operations and effects. For, as the sage said, of man, "Speak, and I will tell you who you are;" so man can recognize objects, and their inner essence, only through their qualities, which manifest themselves to the senses. And this makes the man of really good, and trully fine taste—that he not only understands this language of a thing, but is decided to action, stirred to deed by it—either causing its removal or permitting the operation of its influence. For, through the senses, the soul, as it were, the spiritual force of man is revealed, even in children. Thus, the senses, as it were, are a guide to the knowledge of the soul itself; above all, the sense of taste, in its physical, as in its spiritual significance. Therefore, O mother, educate your child's sense of taste.

Yet, by no means, is the cultivation of the senses, as the Taste Song, in conjunction with the Motto, endeavors to show—important only for recognizing the data for distinguishing objects into classes, their relations, and their interaction upon each other and especially upon mankind—but their cultivation is also, in another connection not only as important, but much more so. It is so with respect to determining the degrees and stages of physical development, the degree of ripeness each thing has attained, especially when applied to human life, and human relations, and phenomena. A serene, open, steady glance into these, shows us that the final and certain root of a number of human evils, those of the individual as well as of the larger and smaller communities, above all, of family and civil life, and even of business and professional life, is to be found in practices inadmissible before maturity is attained for every stage of human activity, and inadmissible interference in the life of things, before such maturity is reached.

Yes, thus it is, dear mother, so earnestly solicitous for the welfare of your children! A number of evils, destructive of the individual, as of the family, of society, as of business and professional life, have their certain root in this: that before a thing had reached maturity it was subjected to a hindering and prescriptive interference, insomuch that unripe things are permitted to exert their determining influence upon other unripe things.

Will you then mother, secure the future good of your own dear ones, of each one singly, as of their future families, make your children, from the commencement of their free self-activity and their first familiarity with Nature's productions, observant, not only of the definite degrees of development from unripe to ripe, but, above all, of how contrary to nature in all relations and situations in life, is the use of all that is unripe, and of its often destructive reaction upon life —both the physical, but also not less upon the spiritual and the life of society—and in your efficiency as a mother you will become one of the greatest benefactors of the human race.

THE MONTESSORI SYSTEM

Do you know what others think about the Montessori system?

Just read this:

"Given under any system a directress sympathetic and magnetic, who understands how to lead children in the exercise of their natural aptitude without restraint or force, and the effect has just the hypnotic character which is described again and again, by Montessori, and has been noted by impartial visitors at the children's houses."—U. S. Bureau of Education, Bulletin No. 17, for 1912, page 25.

It is further stated by high authority that while the process of suggestion is in operation, the mind of the child must be as nearly blank as possible in order to lessen the resistance. "The children are told to close their eyes; the silence becomes complete; the children immobile; the children become fascinated, then the sounds to be listened for are suggested . . . . In the end the children become 'ecstatic,' in other words, completely under mental control.

"The sense education of children which produces fascination, ecstacy, and uncontrolled emotion, is not what has usually been regarded as either normal or healthy."

Well, you can take your choice.—*Western Journal of Education, San Francisco.*

The selling of nature materials for the benefit of the Alumnæ Kindergarten at Greenpoint has, for the last two years, been so successful in meeting the need for such materials in city Kindergartens, that sales are being held again this year. Many very beautiful contributions have been sent by members living in the country and may be purchased Tuesday afternoons at the Kindergarten House.—*Students' Bulletin of Pratt Institute.*

JACKSONVILLE, FA.—The LaVilla Free Kindergarten opened for the coming term Sept. 27. Miss Margaret Somerville, director, will be assisted by Miss Isabelle Livingston and Miss Vivian Wamboldt.

NOVEMBER BOOKLETS

Olive Wills, Cheyenne, Wyoming.

All life, that is, in our northern lands, are preparing for the long, cold winter.

Let us first talk of the many ways of storing up food and fuel for use in winter. How the squirrel gathers the nuts, the bees their honey, and people fuel, grain, fruits, and vegetables—thus you see many good, interesting lessons can be given of the ways these foods are gathered and of how they are stored for safe keeping. The grain, how it is harvested, how it is stored in bins or is sent to the miller who soon returns it in meal and flour.

The apples, potatoes, etc., all gathered in and stored for careful keeping. In the first grades an interesting series of lessons may be given by urging the children to bring pictures of various grains, corn, wheat, rye, etc.

Pictures of the fields before this grain is cut, then when the corn is in the shock, the farmer taking the load to town, of the mill, miller and machinery. These pictures the children will carefully cut out and paste on sheets of drawing paper—here may be given excellent lessons in arrangement, spacing, placing and in neatness. Do not paste these pictures hit and miss, up and down, but orderly row for neatness. If too much paste is used it makes the whole stiff and warped, if too little paste, it comes off or the corners curl up. Put the paste on all projecting points and a little in the middle. Then lay over the pictures a smooth piece of print paper, rub the pasted parts firmly, this will keep it from showing the spots where the paste is, now place under a heavy weight until dry.

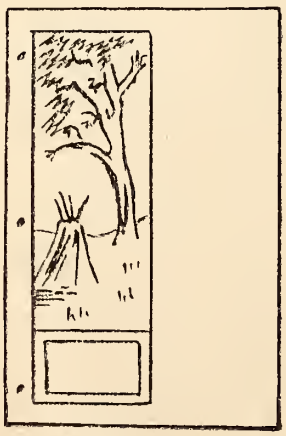


Fig I

The cover for this grain booklet may be a picture of a hay stack, a corn shock, or a panel of a corn stock, arranged something as Fig. I. Tie the whole together with raffia or a cord, never use ribbon. Another booklet may be made in the same way of the apple gathering. Pictures of an apple on the branch of the apple tree—the orchard—of men and boys on ladders picking the fruit or gathering that on the ground and placing them in barrels for shipping or taking them home to store in the cellars, perhaps pictures of cider mills or pictures of mother canning and preserving. One pretty cover for this booklet was made by cutting out the picture of a spray of apples. Cut carefully around the apple and leaves paste as a panel, Fig. II, then with black crayon make

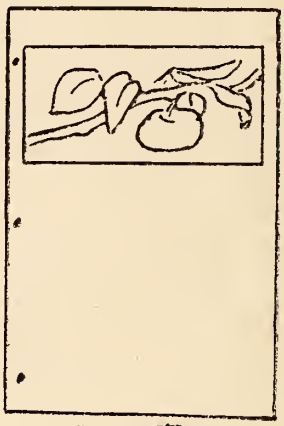


Fig II

a line around every part as well as the border lines of the panel. Another booklet of interest would be of cuttings—use white print paper and cut all kinds of fruits and vegetables you can find in your part of the country. Do not paste and arrange in crayon made baskets nor cut the fruit of all brilliant colored papers, cut of white and mount on a heavy soft surfaced black paper. Let our booklets be simple cuttings of these studies and arranged over our page, orderly and neatly, not in semblance of impossible fruit filled baskets, where the fruit is too big for the basket and would certainly fall out, besides having our booklet part cuttings and part crayons is hardly pleasing. If the children have had some cuttings, allow them to cut a story of the apple gathering as Fig. III.

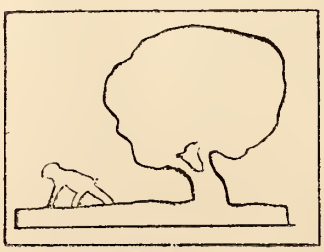


Fig III

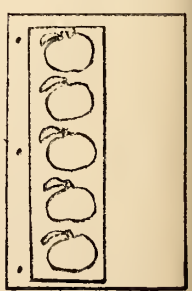


Fig IV

This book cover would look well with a border of apples, either as Fig. IV, or with the panel across the top. Paste the apple cuttings on a black panel and paste the panel on drawing paper which will be the cover, tie with black raffia.

WILLIE'S PENNY

DORA A. MONFORE, Grand Gorge, N. Y.

Willie was walking home from school one day, his head bent slightly forward, for Willie was thinking very deeply.

He had just passed the little store on the corner where there were all sorts of toys for little boys and girls to play with. There were tiny American flags for only a penny; and nice paper kites, too; there were such tempting candy soldiers; and, tops just like all the other boys owned.

Only a penny! Willie could not help thinking how nice it would be if he had just one penny. Of course he could make his pockets jingle just like his papa's did, because he carried a key, some nails, and even a pretty silver button which shone like a dollar; but, among all these things there was not a single penny to be found, and so poor Willie could not buy the top or kite or the pretty American flag.

Just then, Willie saw something shining in a crack in the sidewalk. He stooped down to see what it was and there he saw a bright copper penny which seemed to be smiling right at him!

Willie smiled too.

"Oh," he cried aloud, "this is just what I was waiting for!"

Willie walked along happily. "Which shall I buy?" he wondered. "If I buy candy it will not last long enough. If I should buy a kite it is only good for windy days, so I'll buy either the top or the flag. How I could wave the red, white, and blue flag! But, the top would be nice to spin on the pavement—how baby sister would laugh to hear it buzz and hum!

Just then, "Ding! Dong!", the trolly car came along and Willie noticed the lady who had been walking in front of him. She was an old lady and she did not appear as though she had very much money.

"Fares, please!" called out the conductor.

Of course, Willie knew just what that meant, for his mamma had often taken Willie on the car with her.

The poorly dressed old lady opened her pocket-book to get her money so she could pay for her ride.

"One, two, three, four," she counted. "Oh I can't find the other penny," cried she.

"She needs one more penny," thought Willie, "so she will have five pennies for the conductor. Perhaps this penny I found belongs to her."

Poor Willie! The tears came to his eyes as he thought of the American flag and the shining tin top, for he knew now that the penny did not belong to him.

"Wait! Here's your penny!" called out little Willie.

"Thank you! Thank you!" said the lady, and she smiled in such a pleasant way that Willie thought it was more fun to give the penny back to the poor lady than to buy a top or flag.

"Tell me where you live" she said to Willie.

Willie shouted the address as, with another "Ding! Ding!", off the car sped, leaving poor Willie on the corner all alone.

"I'm glad I made her glad," said Willie, as he wistfully watched the car going out of sight. "It was her penny, I suppose, anyway."

A few days latter Willie had nearly forgotten about the penny he had found and the old lady to whom he had given it.

But one day the door bell rang, the mail carrier whistled, and Willie ran down in the hall to get the mail.

"This package is for you," said the mail carrier. Willie looked at all the parcel-post stamps on the package, and, oh, how proud he felt as he ran to his mother!

First they cut the cord which was bound so tightly about the box.

Then they took off the paper.

Willie could hardly wait as he lifted the lid.

"Oh, its a real little trolly car!" said Willie, "with a little American flag waving over it!

"Yes, and you can wind it up," said mamma "so it will go on this track." There was a large track for the car to run on.

"Here is a little note." Mamma read,—"Dear little boy: I have not forgotten my kind little friend. I hope you will always be so honest and so kind to strangers.

MRS. BROWN."

Willie thought a minute. Then he said, "But, mamma, I only did what papa calls the 'square thing,' —didn't I?"

THE many friends of Dr. W. N. Hailmann, long one of our ablest commentators on Froebel's philosophy, will be interested to learn of his removal to Southern California. Although Dr. Hailmann has reached an age which might entitle him to a well-earned rest yet rest to this veteran educator lies not in "quitting this busy carcer," but in ever greater and more sustained effort.

The list of his lecture-courses which he sends out from his home in Pasadena is long and interesting and will be of service to all who are interested in modern problems of education.

He offers his services in the discussion of the following and related problems at institutes, teachers' and parents' associations, etc.: Pros and Cons of the Montessori Method; The Montessori Method and the Kindergarten; The Significance of the Kindergarten; Culture and Efficiency; Educational Aspect of Manual Training; The School and the Vocational Needs of Our Day; The Mission of Childhood; Play and Work; The Coming School; Prophets of the New Education; Leading Educational Problems; Educational Philosophy of Froebel; Criteria of Educational Method.—Kindergarten Review.

Ladies' Catholic Club Association of Boston added a kindergarten to their settlement work, which was opened at number 1472 Washington street.

SELF-ACTIVITY AS A PRINCIPLE FOR KINDERGARTEN PROCEDURE

MARY R. JESSUP

OUR UNDERSTANDING OF THE THEORY OF SELF-ACTIVITY

Self-activity depends upon freedom, freedom to think and control one's act.

Freedom is never absolute. There is no freedom without limitation. The less of limitation necessary, the more of development. But we do not say let the child always do just as he pleases.

Thinking grows out of a felt problem. The child may be self-active or free in the choice for finding his problem or he may through interest so adopt to make his own, the problem set up by the teacher that he becomes self-active in meeting it. He may be self-active in different ways or varying degrees.

1. He may be free or self-active in choosing what to do, where to give effort, and in determining how to do.
2. He may be free only in choosing what to do.
3. He may be free only in determining how.
4. He may, after using all his own resources or experience, feel a need for help to meet his problems. Then he may in an imitating or taking direction, still remain self-active. He is merely using available means to his end.

The ideal thing in the kindergarten is to create situations out of which the child will naturally find an educative problem, as: possessing a doll, we need a bed for it to sleep in. Let's make one. Or, there being one teacher and twenty-five children, we must learn to put on our wraps and keep ourselves in order or else be dismissed late.

Where the problem cannot come in this natural way, we aim to know child nature and our particular children so well that we can choose and present an artificial problem that he will at once adopt and take as his own.

A problem being felt by the child, we try to leave him free to work it out first in his own way, giving suggestion when undecided effort becomes a waste of time or has come to a standstill. Help by imitation comes when the child realizes a need for it. Dictation is only for a special purpose, a recognized game of follow your leader or of workers and master workman, a means of learning to follow as well as to lead.

These methods apply not to hand work alone, but to every part of the day's procedure. Children being dismissed from the building, led by a teacher on strict guard, are not so self-active as children being trusted to lead themselves with the teacher, not too close, watching that she may be proud of them. On the other hand she fails unless she puts in the suggestion day after day and uses something of imitation.

Suggestion from the teacher, if rightly given, does not destroy freedom. It adds to freedom because it adds to the child's range for thought and action.

The Montessori materials limit the child's action because he can only use them in one way. They limit his power to think because he can't make a mistake with them. Without problem or choice of action there is no thought.

The kindergarten has in the past dared to use only one set of materials in a more or less prescribed way but it is working toward a greater freedom, learning to use material as means only toward an end. —*Oklahoma School Herald.*

VISUAL TRAINING; RECOGNITION AT SIGHT

DORA A. MONDORE, Grand Gorge, N. Y.

The child's natural inclination to tear objects apart may be utilized in training the visual sense. Let us suppose he has torn the petals from a blossom. Help him to note the difference between petals and sepals. (Do not teach him the names of flower-parts but mention them so he becomes familiar with them.) If the petals are symetrically similar draw his attention to this. In describing the form of different parts of the flower, the words short, long, wide, and narrow are sufficiently definite for the purpose in mind.

But what is our purpose? It is to train the child to distinguish between different forms and shapes,—to recognize at once similar and dissimilar objects. The child does this unconsciously through handling and observing small objects, just as the older person absorbs many small details through his subconscious mind while the larger more important facts are passing through his conscious mind. The musician who can talk to you while playing a piano has left the work of her fingers to the dictates of the subconscious mind while her main thoughts are engaged in the conversation she is holding.

It is rather annoying when writing a letter if you have forgotten the spelling of a word. You do not like to have your thoughts drawn from your subject in order to attend to some mechanical detail which should have been adjusted subconsciously. It is still more trying for the little "First Grader" to be expected to distinguish aptly between letters, numbers, and other forms if he has not had some visual training in the kindergarten.

The making of block houses which require both sides to be constructed of the same kinds of blocks; games which consist of parts of a larger object to be united properly and consistently by the child; plays of this sort train the child to observe and to recognize form.

This training forms a foundation for the work of the first grade. A word is placed before the child—hen, for instance. A picture of the hen is placed near the word. Later the word hen is found elsewhere without the accompanying picture. He immediately recognizes through his former training the similarity of this word to that previously observed.

Our earliest recollections of school consist of the old familiar chart and those interminable a—b—c's. Today the child, through phonics and the visual sense, simply "picks up a book and reads." By the old way the child learned to spell a word; then, perchance, he was told to divide his words in syllables—it would aid him in learning to spell. Today the opposite is true; the child learns sounds, and syllables, he puts them together and presto! the word appears.

NOVEMBER SUGGESTIONS

F. G. SANDERS, Toronto.

Every child loves an orange. We all remember the elight of saying "The earth is round like a ball or n orange."

Oranges came originally from India. From there



hey were brought to Europe and from Spain to merica.

The oranges only grow in warm climates. The eaves are bright and glossy.

The flowers are white with a heavy, fragrant odor.

The fruit is round, slightly flattened at the top and aries in color from yellow to deep orange.

The skins of some oranges are thicker than others. ll over the skin are tiny holes. If we pare off a hin piece of skin and hold it up to the light we can ee the holes quite plainly. Each hole contains a tiny ag of oil. If we squeeze the rind between the ngers and taste the liquid that comes out we will nd it very bitter. It is the oil. Under the skin lies he fruit, carefully covered with a white coat.

The fruit can easily be broken with the fingers, ntil each piece is by itself. Each piece is three-ided.

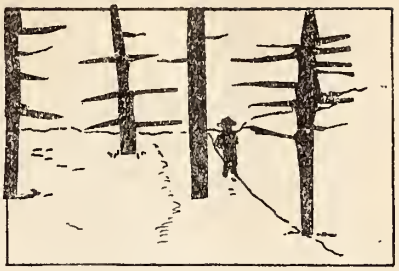
If we break the thin skin, out comes the sweet, yel-ow pulp, the juice, and the hard, white seeds.

If we plant the seeds we will have little orange rees by and by. Let us put an orange seed in a ower-pot this Fall and note how slowly it grows. Orange groves in the South flourish because they ike the heat.

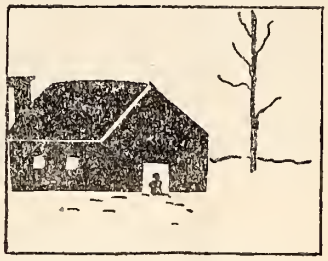
There are many kinds of oranges, such as blood ranges, seedless oranges, and bitter oranges, from vhich we make marmalade.



"Smile awhile,
And while
You smile
Another smiles,
And soon
There's miles
And miles
Of smiles
Because you smile."



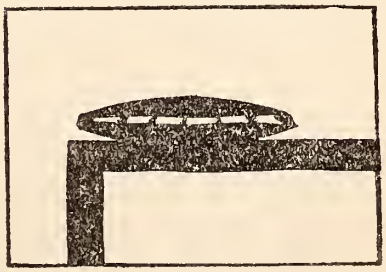
"Over the river and through the woods,"



"To grandfather's house we go."

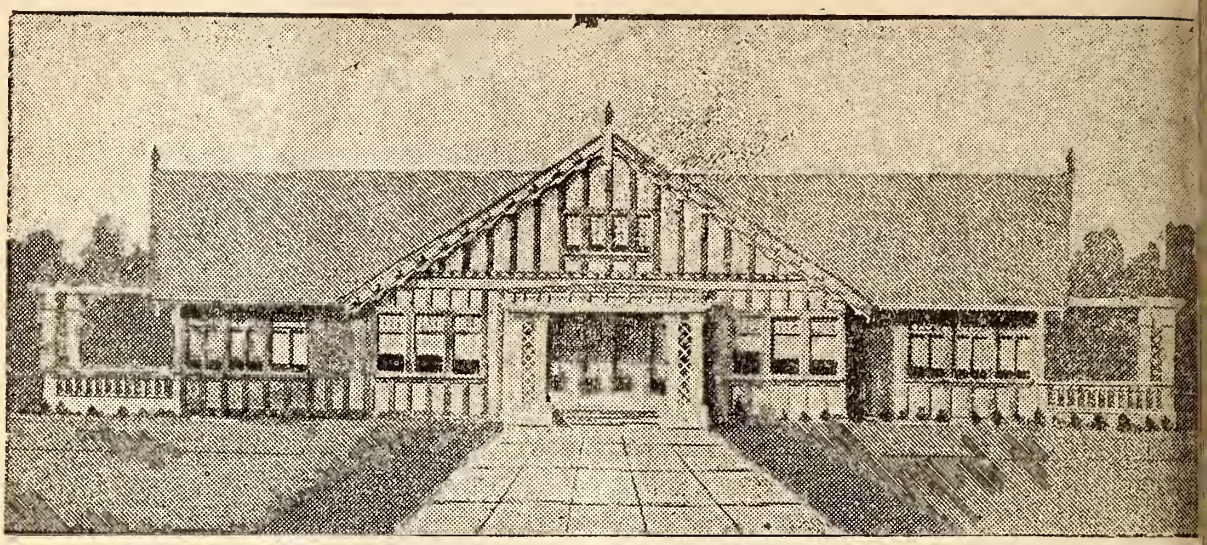


"The horse knows the way,"



"Hurrah for the pumpkin pie."

Miss Ida Hoyle and Miss Beryl Neilly of this city are making arrangements to open a kindergarten at Martin's Ferry, Ohio. It is expected that the Hoyle home at the corner of Fourth and Washington street will be used for the school.



THE KINDERGARTEN BUILDING AT PORTLAND, OREGON

The illustration shows the new kindergarten building just opened at St. Helen's Hall, Portland, Oregon. A kindergarten training school in connection with the regular kindergarten will be conducted here.

TULSA, OKL.—The public school kindergarten opened here Oct. 4th, at the Horace Mann school, corner of Twelfth and Boston. One of the finest kindergarten rooms in this section of the country is to be used. It is arranged for the special work of the kindergarten, having many homelike features. A large fireplace is located at one end of the room and the cloak rooms and toilets at the other end. The rest of the commodious room will be used for the work circle of the kindergarten.

The kindergarten is a free public school kindergarten in charge of Miss Avis Smith, director. Miss Smith is a graduate of the Kindergarten Institute of Chicago, of Northwestern University of Evanston, and has a supervisor's certificate from the University of Chicago. Miss Florence Babcock will be the assistant director. Miss Babcock is a graduate of the kindergarten course at the Michigan State Normal school, Kalamazoo, Michigan.

A new kindergarten has been opened on Park avenue at the corner of Hanover street, which is under the patronage of society people. The school opened October 4 and is progressing nicely. The Montessori method is being used and the little tots look very picturesque in their little pinafores of pink and blue, the girls wearing pink and the boys blue. Two New York kindergartners are in charge.—*Bridgeport, (Conn.) Telegram.*

The Lackawanna free kindergarten opened for the fall term, Sept. 26. Miss Carolyn Bailey will be in charge with Miss Beryl Harrison and Miss Essie Bessent as assistants.

PROVIDENCE, R. I.—The Rhode Island Kindergarten League held its first meeting of the year in the kindergarten room of the Normal school on Wednesday afternoon, 26 members being present.

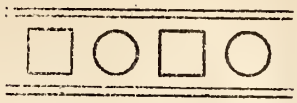
The chairman of the winter's work committee presented a very attractive programme for the year. It will include a lecture, "The Psychology of Action," and a reading, the subject of which will be decided upon later, both to be given by Delbert Moyer Staley of Boston. At the regular meetings Harold Madison will talk to the league in November on "Winter Animals;" in March, Miss Peterson of the Normal School will entertain with story telling and in April Miss Perpont, Supervsor of Drawing in Bristol, will give several illustrations of stories for blackboard work.

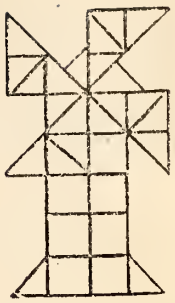
The league also voted to appoint a committee of three to plan a course of propagation work for the kindergarten cause.—Evening Tribune.

Two years ago, the Drama League of Boston published a selected list of plays for amateurs. The edition was very soon exhausted, but there has been a constant demand for it from teachers and schools. A new list has just been arranged and published by Richard J. Davis, secretary of the league. Owing to the difficulty in securing suitable plays for school performance, teachers will no doubt find the list very useful in selecting plays for their school work. The list is comprehensive, including plays specially adapted for colleges, high schools, settlements, intermediate and primary grades, and the kindergarten. Teachers may obtain copies of the list, 25c postpaid, by addressing Richard J. Davis, Drama League of Boston, 101 Tremont St., Boston, Mass.

Kindergarten teachers were given an instructive and interesting lecture by Miss Mary Holy, of the Ohio State Commission of the Blind. Miss Holy has spent the last few days in Hamilton investigating local conditions and giving instruction in the care of the eyes.

SOME TABLET LAYING AND PARQUETRY PASTING SUGGESTIONS

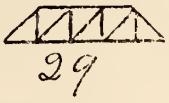


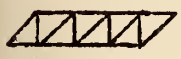












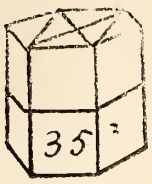






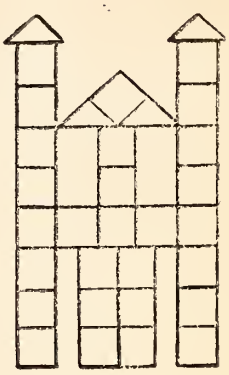


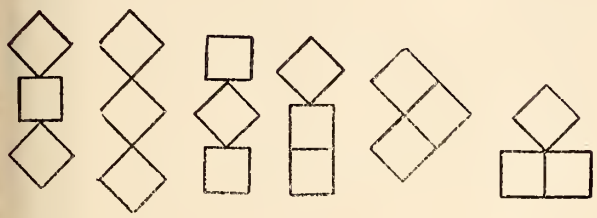


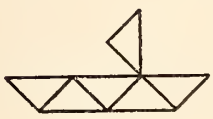




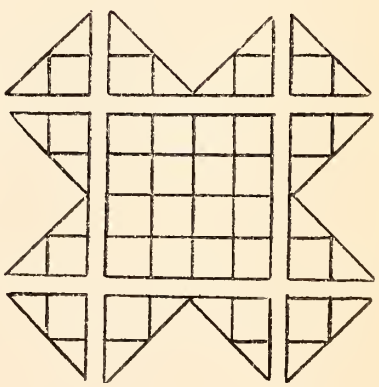
Mountain Range.

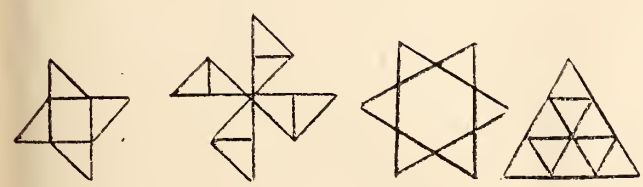


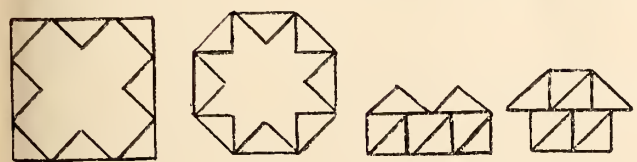


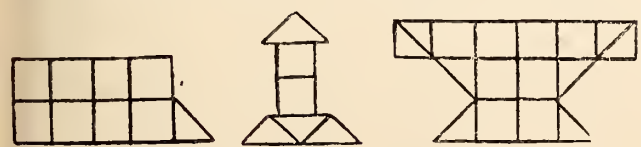


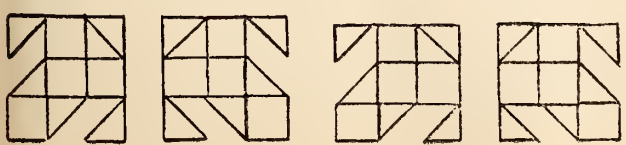
Sail Boat.

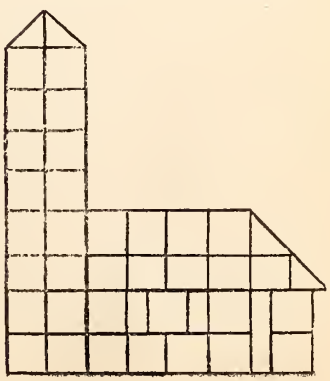












HINTS AND SUGGESTIONS FOR KINDERGARTNERS AND PRIMARY TEACHERS

By BERTHA JOHNSTON

Our work centers naturally in November around the harvest festival and the products of Nature which occasion our feeling of Thanksgiving.

The balls may represent all kinds of fruits and vegetables, as well as the bells which call us to church. The wool of which the balls are made may also serve as a text for gratitude. Whence comes it? How is it used besides being made into our pretty balls? How is it dyed? How many people are employed to make them?

Of the building gifts we make the farmhouse and the barn; the hay-wagon and the train that bring the products to market. The beads may represent barrels, crates, and fruits and vegetables to load upon the wagon and train. We can also make fences of them round the farm with aid of the sticks.

Let the children make beauty forms of the tablets, reminding them of the trees from which they are made.

The rings can represent apples, and oranges with curving stems.

Classify seeds of various kinds according to shape and color. Corn can be softened in water and strung and cranberries are very decorative when strung.

In the Harvard Museum the wonderful glass fruits and flowers made by the famous Bohemian, Blaschka, include ears of corn, as we now know them with the kernels in full and perfect rows, and also examples of those such as were raised by the Indians, showing the improvement due to careful and scientific cultivation and reminding us that we are grateful to man as well as to Nature and the Power that holds all in its keeping.

In clay let the children mold fruits and flowers and farm animals. Paints and crayons will be in demand to picture fruits and flowers.

In paper folding, fold a letter to be sent, inviting some person to our Thanksgiving dinner who has nowhere else to go.

In cardboard modeling make the house, barn, wagon, etc., and cut free-hand the horses, cows, sheep, chickens, doves, of the farm.

Sense games may predominate now and thus accord with the thought of the Mother Play found in this number. Help the children to feel that if they have nothing else to be grateful for, the possession of sight, hearing, taste, smell and touch makes one rich indeed.

Bear in mind Froebel's important thought, that power to discriminate in things pertaining to the senses is of real value only when it leads one to deed, to choose the good and repel the bad. So with the sense of taste, have a variety of objects illustrating sweet, sour, bitter, ripe and unripe. Do children like grapefruit with its slight suggestion of the bitter? Do they like lemonade? The difference between the sour of a ripe lemon and of an unripe apple. What happens if we do not obey our sense of taste, but eat too much of honey, or candy or pie? Is not such nausea a warning to take less another time? Are we manly or just foolish when we do not heed such results? What about using tobacco after it has given warning by making the smoker miserably sick?

In every such game in which the children exercise the sense of taste, emphasize that ripeness and unripeness, wholesomeness and unwholesomeness, are indicated by taste or appearance and that a person of truly good taste never uses a thing till it is in the right stage for such use or till he himself has attained the right maturity. Is it good taste for a child to dress like a grown person, or a grown person like a child? Why have many High schools objected to the students forming fraternities and sororities? Because experience showed that the children were not sufficiently mature to derive good from them but received harm instead.

Can a teacher tell from a child's physical tastes, the things he likes to eat, something of his moral nature? Assuredly.

Hearing. We use with this sense, also, the adjective "sweet." What sweet sounds can we think of? Voices of people and of birds; musical instruments, bells, running water. Difference between water running in a brook and water running from a faucet? What disagreeable sounds are there that may be prevented? Automobile gongs, rattling wheels, roller skates, harsh cries of street venders, unmusical voices of children. Can we think of any way to do away with city noises?

Odors.—What disagreeable odors warn us of danger? Gas, heavy perfume of lilies when kept in small room. Is it good taste to use strong perfumes on the handkerchief and person? They suggest uncleanliness.

Blindfold children and let them guess by taste and then by smell what object is held.

How do we show good taste in dress, manners, house furnishing and the like? Is it good taste to wear full dress gowns to business? Is it good taste to wear a hat at an entertainment that obstructs another person's view? Good taste is always moderate.

Let the children form a farm wagon of chairs, and then load it with baskets of fruit (First Gift balls which have been suspended from arms and hands of teacher or tall children and plucked by the little ones) Sweet purple plums, sweet red apples, yellow but sour lemons, sour greening apples, sweet and sour oranges.

Ask children in how many languages an object can speak. It has the language of Taste, perhaps; or of Sound, Smell, Shape, Color, etc. If we eat too much of a sweet thing, does it show that we understand its language very well? Should we not try to learn the language of different things? Can animals understand the language of color? of taste? of smell?

EXHIBITION OF CHILDREN'S PETS

LIDA MAY BRIGGS, San Francisco

In a certain city where originated the idea of holding a children's Pets Exhibition, two native sons, walking briskly on opposite sides of the street, suddenly halted as a peculiar whistle penetrated the evening air.

"Ike's a callin' us, comin'," querried one.

"Wha's a doin'," parried the other as he slowly crossed the street.

"Wha's a doin'," mimicked the first speaker scornfully. "Where have you been you doan' know about the big fight? We're alayin' for the Pike Street gang. We'll git 'em allright, all right. It'll be one bully fight. Come 'long.

"N-O-P-E, I ain't comin'," slowly replied the boy who had crossed the street as he turned away from his companion.

"F-R-A-I-D, ain't you," taunted the larger boy, "Fraid cat, Fraid cat, Fraid—"

"Don't you dast say I'm afraid," and the smaller boy thrust his fists alarmingly close to his tormentors nose. The next moment they were unclenched and brought down to pat the head of the little yellow dog that had been jumping up frantically trying to lick them. The young owner's face lighted up with pride as he stopped to pet the little peace-maker and explained:

"You see it's like this. I got no time for fights no more. I gotta get Boze ready for the Big Show. He's jes' common dog an' it'll take an awful lot of fixin' fer him to git a prize. Come 'long and help me—or maybe you gotta dog o' yer own that'll take a ribbon if you'll jes' doll 'im up a lot. No?—then I'll tell you what I'll do. I'll give you a share in Boze if you'll help shine him up. Come 'long and doan't fight." And the happy possessor of a boy's safest companion pulled the other boy along home with him while he importantly explained to an eager listener what "points" had to be made to win a prize and how to put "jes" a common dog that was greatly beloved into the class of prize winners.

"I know by personal experience what pets mean to boys," says the Hon. Julius Kalm, Congressman from San Francisco, "by my two boys who until recently, have been the proud possessors of three canary birds and several ducks. If anything indicated that these pets were not well, the boys had deep and tender concern in seeing that they were quickly restored to health.

"If boys were early taught to apply to dumb animals as well as to humans the sentiment attributed to the Quaker Preacher Grellet, 'I expect to pass through this world but once, if, therefore, there be any kindness I can show, or any good thing that I can do for any fellow being, let me do it now; let me not defer or neglect it as I shall not pass this way again,' it would help them to be kinder and nobler as they grow to man's estate.

"I believe the Children's Pets Exhibition, at the Exposition, December 2nd and 3rd will serve a most excellent purpose in making young and old feel a responsibility for considerate treatment of the helpless creatures of earth."

Full information and entry blanks of the Children's Pets Exhibition (for which there are no charges,) may be obtained by addressing Superintendct, Children's Pets Exhibition, P. P. I. E., Department of Live Stock, San Francisco.

LECTURE ON MUSIC FOR KINDERGARTEN TEACHERS

William H. Neidlinger spoke on the subject of "Music" before the Public School Kindergarten Association of New York City, on Wednesday afternoon, Sept. 29. He told of the association of normal breath control and mentality, and urged keeping children so as to express themselves naturally through music, and also to preserve spontaneity by having music normal. He said that the essentials in music were the instrument, breath column, articulatory apparatus, and resonance, by which power and beauty are brought to tone. He also said that the development of a proper "E" (that being the most common vowel sound in the English language) and correct breathing would produce beautiful voices.

SUGGEST CHANGE IN KINDERGARTEN PLAN

NEW YORK.—Recommendations for kindergarten reorganization as proposed by Miss Fanniebelle Curtis, director of kindergartens, were discussed by the executive committee of the Brooklyn Women Principals' Association recently and were generally approved. Modifications suggested were the following:

1. While approving the closer co-ordination between the kindergarten and 1A classes, the committee disapproved of the proposed rotary system of coordination, whereby the head kindergartner and assistant kindergartner could be placed in the 1A grades without previous experience or training in grade work.

2. While approving of differentiation in the salary schedule of kindergartners, to be based upon merit, the committee was not prepared to approve the methods of qualification until more definite plans for those methods were indicated.

3. The committee expressed disapproval of the suggestion that kindergartners obtain license No. 1 of the elementary schools without undergoing the same examinations required of other holders of that license.

The committee also considered the question of representation in the suffrage parade, to be held on Oct. 23. It was the opinion of the committee that the interests of women would be best served if the members of the teachers' branch of the Suffrage Association should join those divisions of the parade representing their various assembly districts.

Miss Lewis' kindergarten opened in the Main Street Baptist church building, northwest corner of Main and Eighth streets, Sept. 27. Miss Lewis will be assisted by Miss Ellen Lee.

HINTS AND SUGGESTIONS FOR RURAL TEACHERS

CONDUCTED BY GRACE DOW

DEAR RURAL TEACHER.—In undertaking this department I trust that my somewhat extended experience in rural schools and my subsequent normal training and city school work may assist me in making it practically helpful to you in your work with the little children. I understand the tremendous tax upon the time of any rural teacher who is trying to do good work, the wide range of studies, the constant temptation to neglect the little ones for the apparently more pressing need of the older classes and the lack of equipment necessary for the best work. My hope is to assist you to secure better results with the small children, and I shall unhesitatingly recommend the intelligent use of kindergarten material as likely to produce the best results with least expenditure of time. How to use this material, what to select, what substitutes, etc., will be discussed from month to month in these columns.

THOUGHTS FOR THANKSGIVING

"God has two dwellings—one in heaven, and the other in a meek and thankful heart."

"After all, the best Thanksgiving is thanks living."

"Gratitude is the fairest blossom that springs from the soul."

He who thanks but with the lips
Thanks but in part;
The full, the true Thanksgiving,
Comes from the heart."

The general topics of study, especially for morning exercises, during the month should be bravery, courage, unselfishness, and gratitude.

Select a story to be told or read by some pupil each morning. Story of the Pilgrims. Did it not require great courage on the part of the Pilgrims to leave their homes, cross the ocean, and settle in a barren land inhabited only by Indians?

Teach the poem "The Landing of the Pilgrims," by Felicia Hemans.

In connection with the life of the Pilgrims study the pictures:—The Departure of the Mayflower, Pilgrims Going to Church, Landing of the Pilgrims, and Pilgrim Exiles.

Thanksgiving Booklets.—Give a number of short selections to be studied and committed to memory. Let pupils select one to be used in an illustrated booklet. The older pupils may select the longer poems, and place in the book a number of illustrated pages, besides using on the pages with the poem fancy initial letters, and small illustrations.

The younger pupils may select a single paragraph, illustrating the outside only and may use a card or folder.

Do not neglect the calendar for the month, as there is variety of suitable decorations for this month.

Instead of the usual form of invitations sent to parents for the Thanksgiving exercises, we suggest that the pupils make Thanksgiving postals to be used for this purpose.

PAPER CUTTING

The Pilgrim's home can be explained to the children in no better way then by cutting the articles found in a long-ago home.

There was no stove, but a big fireplace on one side of which was a big brick oven, and in front were the andirons and crane. Cut of light paper, and mount on a darker shade, outline bricks. Cut the old time kettle which hung from the crane when used in cooking. The long handled shovel, the warming-pan, the bellows, the candlesticks, the straight backed chairs, the wooden cradle, the spinning wheel are all needed to make the scene complete.

The outside surroundings may be represented by Indian tents, their canoes, bows and arrows, manner of cooking outside in kettle suspended from a pole, the hatchet, feathers, etc.

This may be arranged in form of a poster if so desired.

BUSY WORK SUGGESTIONS

Beads.—Procure a few boxes of beads, either glass ones of various colors; or boxes of wooden ones, which contain cubes, balls, and cylinders.

Color and number may be taught by the use of beads. Allow them to make strings, using one color only, then again use two of one color and two of another, alternating. In the use of cubes, balls, and cylinders, arrange on a string one cylinder followed by three balls, or one cube and two balls, etc.

Fine wire may be used for stringing, and bent when strung into different shapes.

Rings.—The material consists of whole, half and quarter rings of iron or steel, put up in boxes containing 36 whole rings, 54 half rings and 36 quarter rings, which may be of different sizes, 1 inch, 1½ inch, and 2 inches in diameter.

In preparation for the work stories may be given the children on mining, then of converting the metal into pig iron, and of moulding it into rings and many useful articles. Bring out the difference between iron and steel.

For the first work, rule some paper in checks the same as diameter of the rings used. Border designs using whole or half rings will be easy work for beginners.

Proceeding gradually to more complex work very beautiful rosettes may be made by combining whole, half, and quarter rings. Let the children occasionally do some original work, but generally plan the designs which you wish made, allowing them freedom in selecting material and arranging same.

Sticks.—Stick laying is already so generally used that the hints here are only in combination with rings. Beautiful border designs may be made by use of colored sticks with rings. Fancy letters may be made by using quarter rings with smaller sticks of different sizes. Figures may be made in the same manner.

Forms of leaves, fruit, and vegetables may be represented.

A CIRCLE

"I'm up and down, and round about,
Yet all the world can't find me out;
Though hundreds have employed their leisure,
They never yet could find my measure.
I'm found almost in every garden,
Nay, in the compass of a farthing.
There's neither chariot, coach, nor mill,
Can move an inch except I will."

THANKSGIVING PLAYS AND PIECES

Thanksgiving Game.

The children stand in two lines facing each other. They choose Winter and Thanksgiving Day, one rom each line.

The children in the first line sing:

Who will ride? Who will ride,
On Thanksgiving Day?
Side by side, side by side,
On Thanksgiving Day?

The children in the second line sing:

We will ride, we will ride,
On Thanksgiving Day?
Side by side, side by side,
On Thanksgiving Day?

The children in the two lines change places. Winter now runs through, between the lines saying:

Who will come out with me, pray?
I am looking for little Thanksgiving Day–

Little Thanksgiving Day runs out between the nes saying:

I will ride out in the sleigh,
I am little Thanksgiving Day–

These two children run through the lines and ut. The children in the lines repeat song and hange places as before.

Winter and Little Thanksgiving Day now run rough the lines again saying:

Who will ride out in the sleigh?
With Winter and Little Thanksgiving Day?

And two children may quickly follow them. The game continues until very few children are ft standing in the lines.

The children in the lines may then suddenly say, lasping hands with those across from them:

Tip over the sleigh, tip over the sleigh,
Here comes Little Thanksgiving Day–

They catch Little Thanksgiving Day on his way hrough and the game is ended.

Little Shoes.

(This recitation is to be given by three little girls ho wear or carry shoes of blue, red and white).

st.

I am thankful for father and for mother,
Thankful for little baby brother,
Thankful for my sister, too,
And for my little shoes of blue–
Tell me really, wouldn't you,
Like these little shoes of blue?

2nd.

In am thankful for father and for mother,
Thankful for little baby brother,
And thankful for sister, as you said,
And for my little shoes of red–
I take them with me up to bed,
My pretty little shoes of red–

3rd.

I am thankful for father and for mother,
Thankful for little baby brother,
Thankful for my sister, quite,
And for my little shoes of white.
Is it not a pretty sight?
Shoes of blue, and red and white?

Thanksgiving Day.

The children sit down in chairs in a row when they recite the second verse of the poem and they go through motion of "cracking whip, etc. They each carry a large pasteboard letter. The letters spell the word "Thanksgiving."

T.

Thanksgiving Day has come once more,
The sleigh is waiting by the door.

H.

Happy children get inside,
For we all will have a ride.

A.

And we all will sing and say,
"Welcome, good Thanksgiving Day."

N.

Now, crack the whip, away we go,
Faster, faster, over the snow.

K.

Keep this little thought in mind,
To every one today, be kind.

S.

Sleighbells ring as on we go,
Merry winds of winter blow.

G.

Going on away, away,
We enjoy Thanksgiving Day.

I.

Into grandma's house we may,
Go to spend Thanksgiving Day.

V.

Very happy, tucked in warm,
The blanket keeps us safe from harm,

I.

In and out and round about,
We ride away, we laugh and shout.

N.

Never pause, now fast, now slow,
We will say, "Go Dobbin, go–"

G.

Give three cheers, we're all away,
Hurrah, hurrah, Thanksgiving day.

NEW GAMES, PLAYS AND PIECES FOR LITTLE PEOPLE

WRITTEN FOR THE KINDERGARTEN PRIMARY MAGAZINE

NO. 5. GAME TO TEACH COUNTING

LAURA ROUNTREE SMITH.

(Book Rights Reserved.)

The children stand in line, the leader facing them. The leader says,

Clap the hands, one, two, three,
How many fingers do you see?

(He holds up as many fingers as he pleases from one or both hands. He asks any child he pleases to answer him. The children who answer correctly come over to the leader and stand by him.

The children are soon in two lines.

When there are only a few left in the first line the rest of the children clap them out.

GAME TO TEACH NAMES OF FRUITS

LAURA ROUNTREE SMITH.

(Book Rights Reserved.)

The children stand in a circle. One child holding a basket runs round inside the circle. The children sing, Tune "Little Bo-Peep."

Who will be first to name a fruit?
So early in the morning,
Who will be first to name a fruit?
We give you all fair warning!

The child with the basket, hands the basket to a child who must name a fruit quickly or go out of the game.

If he names a fruit, he runs round inside the circle and teh first takes his place.

The name of the fruit must not be repeated.

The game should be played in a lively manner.

The basket may contain fruit or pictures of fruit if desired.

THE NEST

DORA M. BURR, Waltham, Mass.

I wonder how each birdie knows
Just how to build its nest,
A horse hair here, a brown root there,
They know just what is best.
It is so wonderfully made
With strings and sticks entwined,
And then, to make it soft inside,
With wool or hair 'tis lined.
I've looked and looked, and how 'tis done
I really cannot see,
I think that birds must know much more
Than a little child like me.

FOR THE LIGHT BIRD

DORA M. BURR, 138 Myrtle St., Waltham, Mass.

Can you shut your eyes and see
The sunlight dancing on the sea,
The white ships sailing far away,
The long long beach where children play,
And all just as it used to be,
When you were down beside the sea?

And can you shut your eyes again,
And just while I am counting ten,—
Bring back the green leaves to the trees,
The daisies nodding in the breeze,
And overhead the summer sky
That bent above you last July?

We made the light bird yesterday;
Can you see it now at play?
Flitting, floating, in the light,
Like some happy fairy sprite,
It has gone, but still we find
We can see it, in our mind.

QUESTIONS TO HELP MOTHERS

The following questions involve careful study by mothers of the natures of their children. They are printed with two thoughts in mind.

We would be glad to have some of our mothers help us and other mothers by endeavoring to answer thoughtfully these questions. For their convenience answers may be written in the blanks below and this sheet cut out and mailed to the Institute.

There are mothers, perhaps, who would prefer to have the Institute help them answer these questions. Mothers who will check below the questions to which they would like to receive an answer, and who will sign their names and place their address at the bottom, cut out this sheet and mail it to he Institute ill receive a prompt and, we believe, helpful reply.

1. What shall I do with a boy who wnts to show off?
2. Do you advise girls of 11, 12 and 13 playing with boys?
3. What shall I do with my boy, who says "girls don't amount to anything"?
4. Should a mother tell her child she is pretty?—Child Life.

A kindergarten is provided in the new 8th Ave. school just opened at Omaha, Nebraska.

Miss Walth has opened a kindergarten on Sparhawk street, Amesbury Massachusetts.

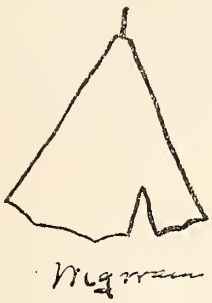
SUGGESTIONS FOR CLAY MODELING

CARRIE L. WAGNER.

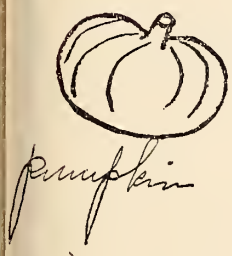
November brings many pleasing topics in the kindergarten, and there are so many interesting things to be made of clay.

Thanksgiving appeals more to the children than any other subject, and they will delight in making clay articles picturing the landing of the Pilgrims, Indian life, and also familiar objects. Many vegetables may



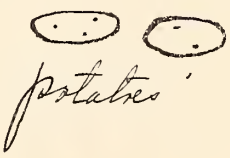












be modeled, Thanksgiving cakes, plates on which to eat the Thanksgiving dinner, and many other things. The canoes, wigwams, cabins, Indians and Pilgrims are always interesting to mold. They may be painted and put in the sand table. The cabin is marked with paint when dry to represent logs.

The song "Over the River and Through the Woods" may be illustrated with clay modeling. Model a sleigh and horse; a silouette house, for grandmother's home; and the bridge could be made of a second gift box lid or heavy card board. Place these in the sand table and use white paper or cotton for snow.

MEETING OF MOTHER'S CLUB AT JACKSONVILLE, FLA.

At a recent meeting of the club the following officers were elected:

President, Mrs. H. W. Lloyd.

Vice president, Mrs. L. B. Mansel.

Secretary and treasurer, Mrs. L. K. Boardman.

Plans were discussed for an entertainment to be given early in November, the exact date will be announced later.

After the business session the usual social hour was enjoyed and refreshments were served.

NEW KINDERGARTEN AT OAK PARK, A SUBURB OF SACRAMENTO, CALIF.

The new kindergarten building under course of construction in Elmhurst, will be completed, and the pupils will be able to move into their new quarters. Work on the building has been in progress for several weeks. The structure is temporary.

The kindergarten building will become a sort of civic center. The commissioners have granted the Elmhurst club the right to meet in the schoolhouse.



A Highland Soldier

F. G. SANDERS, Toronto.

This is a picture of a Canadian soldier called a High-lander. Of course this is the uniform worn on parade, not in active service. See the grand feather bonnet, the sporan, and the white gaiters. It is a grand sight to see a Highland regiment marching, with their bag-pipes in front playing for them.

RELIGIOUS EDUCATION ESSAY CONTEST

Thru the generosity of a resident of California, and in connection with the Panama-Pacific Exposition, the National Education Association was able to offer a prize of one thousand dollars for the best essay on "The Essential Place of Religion in Education with an Outline of a Plan for Introducing Religious Teaching into the Public Schools."

Religion was to be defined in a way not to run counter to the creeds of Protestant, Roman Catholic, or Jew. The essential points to be observed were "A Heavenly Father who holds nature and man alike in the hollow of His hand;" the commandment of Hillel and Jesus of Nazareth "Thou shalt love the Lord, thy God with all thy heart, and with all thy soul, and with all thy mind, and thy neighbor as thyself;" the high ethical teachings and spirit of service and sacrifice indicated in the Sermon on the Mount.

As a result of the announcement which was made in December, 1914, 1381 persons representing every state in the Union except one entered the contest. The essays were limited to ten thousand words, and by June 1, the date of expiration of the contest, 432 essays have been filed. Five preliminary sets of judges read the same before the selections were passed up to the final Board of Judges. This Board consisted of:

Adelaide Steele Baylor, State Department of Education, Indianapolis, Ind.

William T. Foster, President, Reed College, Portland, Ore.

Louis Grossman, Principal, Teachers Institute, Hebrew Union College, Cincinnati, Ohio.

John H. Phillips, Superintendent of Schools, Birmingham, Ala.

Thomas E. Shields, Editor, Catholic Educational Review, Professor of Education, Catholic University of America, Washington, D. C.

The decision of the judges awarded the prize to Charles E. Rugh, University of California, Berkeley, Cal., and gave special mention to the essays presented by

Laura H. Wild, Lake Erie College, Painesville, Ohio.
Frances V. Frisbie, Wilkes-Barre, Pa.
Clarence Reed, Palo Alto, Cal.
Anna B. West, Newburyport, Mass.

The Association will print a monograph containing these five essays and a synopsis of the points brought out by all the various writers. It will take about two months for an editor to examine all of the essays and work up such a synopsis. It is the intention to sell this monograph at cost. Full announcement will be made in the next Bulletin. The officers of the Association feel that the contest has been beneficial to the cause of Education and believe that the monograph will be read and studied with great interest.

D. W. SPRINGER,
Secretary N. E. A., Ann Arbor, Mich.

GEMS FOR MEMORIZING

If a task is once begun,
Never leave it till it's done.
Be the labor great or small,
Do it well or not at all.

At work or at play,
In darkness or light,
Be true, be true,
And stick to the right.

To do to others as I would,
That they should do to me,
Will make me honest, kind and good,
As children ought to be.

Little children, you should seek,
Rather to be good than wise,
For the thoughts you do not speak,
Shine out in your cheeks and eyes.

At evening, when I go to bed,
I see the stars shine over head.
They are the little daisies white,
That dot the meadows of the night.

And often, while I'm dreaming so,
Across the sky, the moon will go,
She is a lady, sweet and fair,
Who comes to gather daisies there.

All-night long the little stars blink,
All night-long they twinkle and wink,
All night-long when we're fast asleep,
Through the cracks in the shutters they peep, peep, peep.

Oh, look at the moon!
She is shining up there,
Oh, mother she looks
Like a lamp, in the air!
Last week she was smaller,
And shaped like a bow,
But now she's grown bigger
And round, like an O.

"Kindergartens for the Public Schools." The slogan of the council of Jewish Women, of Portland, Ore. At a meeting recently, the council adopted a resolution favoring a taxpayers meeting to urge kindergartens in the school districts where they are needed. Mrs. S. M. Blumann said "Oregon is one of the nine states in the Union where kindergartens are not a part of the schools. She ranks high educationally in all respects except this." The council will ask the co-operation of all the women's organizations in the state to obtain the kindergartens.

INDERGARTEN GROWTH

[NOTE:—Under this heading we shall give from time to ne such items as come to our notice relative to the establhment of new kindergartens as well as articles or statents in the public press or from noted educators favorle to the kindergarten cause.

A new public school kindergarten has been opened the Abbott street school, Pautucket, R. I.

Watertown, Mass.—Miss Florence Binkerhoff, a aduate of the Boston Normal School, has opened rivate kindergarten at her home, 26 Phillips street.

NEW KINDERGARTENS

A kindergarten has been opened at Highland Park, suburb of Richmond. The attendance is very large.

KINDERGARTEN FOUNDED

A private kindergarten has been established by iss Leonilda Hicks of 25 Mt. Vernon street, Lynn, ass. About 25 children of ages ranging from three ars to six years are enrolled.

HARRISTOWN, (MD.)

Miss Emma Fordyce, of Pratt Institute, New York, ened a private school and kindergarten Sept. 7, in e residence of Mrs. S. Milford Schindel, corner roadway and N. Potomac streets.

MINNEAPOLIS, MINN.

A kindergarten at the Whittier school was started ct. 16, in response to the petition of more than 100 others of the district. Miss Elinore Rowett and iss Helen Dorr are in charge.

EW KINDERGARTEN AT OAK PARK, A SUBURB OF SACRAMENTO, CALIFORNIA

SACRAMENTO, CALIF.—The new kindergarten buildng under course of construction in Elmhurst, will be mpleted, and the pupils will be able to move into eir new quarters in a few days.

WHEELING, W. VA.

Miss Rita Steyer has opened her kindergarten at ie Stratford Springs hotel. Miss Steyer is most apable of conducting such a school, as she is a raduate of Pestalossi Froebel Training school at Chiago. Ill., and later took advantage of many lectures n the Montessori method.—Exchange.

MUSKEGON, MICH.

Miss Carolina A. Sibley, supervisor of public school indergartens, addressed the mothers of the Froebel chool district and teachers of the school on "The Kindergarten Theory —Its Value in the Home and the Grades," at a meeting held in the kindergarten building on the Froebel school grounds, Oct. 10.

Miss Alice Wheeler, a teacher of the Froebel kinderarten, will be in charge of a little class which will emonstrate some of the things talked about.

BOSTON, MASS.

Miss Anna W. Devereaux, head of the kindergarten system at Wellesley, gave a reception October 10, in the kindeargarten building of the college, in honor of Miss Ellen F. Pendleton, president of the college.

BUFFALO, N. Y.

The first meeting of the season of the Buffalo Kindergarten Union was held at the New York Telephone building October 14th. An interesting program was given, after which refreshments were served.

CHARLESTON, MASS.

The demand for the kindergarten is so great here that both morning and afternoon sessions are held. Miss Amelia K. Mudge, who has been a student in New York City for the past year, has returned to her work as a kindergartner.

BENEFIT FOR KINDERGARTEN

A benefit for the Woods Run Settlement Kindergarten was given in the Hotel Schenley October 22 and 23 by the Pittsburg and Allegheny Free Kindergarten Association. There were readings by Mrs. Robert D. Gillson and music by Mr. and Mrs. Charles E. Mayhew, Mrs. Annabel McCoy Hill and others.

SAVANNAH, GA.

At the first fall meeting of the Savannah Kindergarten club October 14, resolutions on the death of Mayor Davant were adopted, expressing the club's recognition of his work for the interests of the children of the community and of the ideals which actuated him, and its sense of the loss to the city occasioned by his death. The resolutions were drawn up by Miss Orcutt and Miss Judge.

The topic for the afternoon "Amusements for Little Children," was presented in an interesting and delightful way in a paper by Mrs. Frederic Myers.

The sub-topic for afternoon, "Children's Playrooms and Playhouses," was most interestingly handled and presented by Mrs. A. L. Alexander. The paper covered the subject in an exhaustive manner and the furnishing playrooms and playhouses, the arranging of the other details whereby the child is given a sense of ownership.

PREPARE FOR YEAR'S WORK

The Newark, (N. J.) Kindergarten Union held its first business meeting October 18th, in the school for the deaf, in Washington street, at which plans for the year were discussed. The plans as mapped out at the meeting will be completed by the executive committee and then published. The officers of the union are: President, Miss Marietta Freeland; vice-president, Miss Maude Cowell; recording secretary, Adah Belle Harris; corresponding secretary, Mabel Curtis, and treasurer, Elizabeth Lehibach.

PRACTICAL KINDERGARTEN MATERIAL

Dora A. Mondore, Grand Gorge, N. Y.

There are so many underlying principles involved in the selection of kindergarten devices that we may become confused in regard to their relative value.

For convenience we will divide them into practical and impractical devices.

When children learn to wash dishes, to sew, to sweep, we say they are learning something practical. We say "Johnny is learning a practical lesson" when he becomes efficient in carrying in the kindling, doing errands, shining his shoes and the like. Practical, therefore, in its common usage, is the adjective applied to those tasks which are essential in our daily lives. According to this use of the word the little three-year-old who has learned to sing a song or dance is not as proficient practically as that other three-year-old who has been an adept at dressing himself or tying his shoe-strings.

A device may be directly or indirectly practical.

Montessori's didactic material is *directly* practical, for by means of it the child learns at first hand to button, and lace clothing, as well as to perform many other very necessary tasks. But the seemingly aimless gymnastic and manual exercises given in our kindergartens are equally practical, but not directly so, in that through them the child is developed muscularly and trained to greater alertness and rapidity, these qualities coming into play afterward when the child is attempting to perform some practical task.

More practical results may be obtained in kindergarten training by teaching through real life. Let the children learn to button their own coats, let them practice pinning safety pins—wrapping packages,—tying and untying bows. If possible let the children feed and pet animals, teach them kindness to animals. Instead of sewing on cards, let them sew little bonnets or caps for their dolls; give the children an opportunity to design the shape of their doll's hat or its apron. (The child should not sew very long for fear of tiring the eyes.) Let them learn to do by doing.

We may feel tempted to let pictures form a substitute for realities; notice the difference in enthusiasm when you show your pupils a beautiful rose or simply a picture of a garden full of roses. The picture does not impress them so vividly.

Certainly, during spring and fall, there should be afforded opportunity for the child to partake of out-of-door life—farm occupations if possible. During the winter the children can sprout beans on wet blotters, while a large box of soil will help to keep out the "deadness" of the season, bringing the children close to the practical side of nature study.

When pictures are used select them as we would a story; choosing those that are attractive, uplifting—constructive rather than destructive—scenes which inculcate higher ideals and love of the beautiful.

Miss Gertrude Campbell has opened a kindergarten in Wheeling, West Virginia.

At the Thirty-third Annual Meeting of the Connecticut Valley Kindergarten Association, held at Hartford, an address was given by Caroline Crawford of Teachers' college of New York, on "The beginning of dramatic art with rhythm as the characterization." She said that the nucleus of art development was to be found in the following: Rhythm, game story and song, with music, literature and dancing as the basis for study. She emphasized knowledge of fact and value of life. She told of the different methods employed by the child in order to express thought, saying it was more through action because the child was unable to give verbal expression to its desires. Tone and words revealed artistic action, said Miss Crawford. To piano accompaniment she demonstrated various steps in her theme.

The afternoon session of the convention was held in Center church house at 2:30 with Richard Thomas Wyche of New York, president of the national story tellers' league of America, as the leading speaker. His theme was "The meaning and value of story telling and its place in school, home, playground, library and Sunday School." Mr. Wyche told what might be accomplished by acquiring individuality in telling stories. He said that one heard a story and attempted to give it for the edification of others, it was not necessary to repeat it word for word. It would be far better, he argued, to tell it in an original style with plenty of self-expression.

He stated that any one who can tell a little anecdote well can recite a ten minute story well; any one who can tell a ten minute story well can recite an hour story well; and any one capable of doing this can write a story. Originality and self-expression were the particular points which the speaker emphasized. His remarks were accompanied by many humorous anecdotes, old folk lore stories and many of the famous anecdotes of George Chandler Harris. His method of telling stories was superb, his instruction very interesting, and altogether his lecture was a rare treat.

At the business meeting of the association prior to the afternoon session these officers were elected: President, Miss Anna W. Bullard of Hartford; vice-president, Miss Harriet E. Price of Hartford, Miss Caroline E. Meacham of Holyoke, Mass.; secretary, Miss Lucy C. Voorhees of New Haven; auditor, Miss Nella M. Stockwell of Springfield, Mass.; executive committee, Miss Lillian M. Capron of Springfield, Mass., Miss Harriet Sprague of Hartford, Miss Anna T. Shaw of Springfield, Mass., Miss Clara Lewis of Springfield, Mass.

Miama, Fla.—An enthusiastic and interested coterie of women met in the kindergarten rooms of the Central grammar school to take up the study for the year. Mrs. K. C. Havens acted as leader and for the day, the members studied the difference in the Montessori and the Froebel method. The Montessori conference at San Francisco was discussed. The convention will last until November.

TEACHER-MOTHERS IN NEW YORK

When the recess bell rang in the Tottenville High School Mrs. Lora M. Wagner picked up her parasol and darted across the campus to the street.

"Going to see the baby?" her sister teachers smiled at her.

"Of course," she answered, "he'll probably be asleep at this hour, but I have to have a peek at him just the same."

That teacher-mother baby whose arrival on October 3 last year started so much discussion in educational circles is now serenely started in life, equipped with a dimple in his chin and a curl over his left eye, just like any other infant phenomenon. He weighs nineteen pounds, his mother proudly announced yesterday to the interested circle of her fellow teachers. They take the daily report of little Hans just as regularly as the attendance of their geography classes.

Mrs. Wagner returned to her desk in March, after having been suspended by the Board of Education for "neglect of duty." She employed a nurse to watch the child during school hours, but she went home every recess to nurse him. Her return to school yesterday was her answer to those critics who said she could not continue to follow two professions, teaching and mother.

"Of course, I came back," she said yesterday. "I love my work and would not give it up unless I had to. I get along very well and am much better and happier than I would be doing housework, which I hate."—New York Tribune.

KINDERGARTEN ASSOCIATION MEETING

ROCHESTER, N. Y.—The Rochester Kindergarten Association held its first meeting of the season Sept. 28, in No. 10 School. Nearly 100 members were present. An informal social was followed by supper, which was served at 6 o'clock. In the evening a programme of entertainment was enjoyed. Miss Mabel Green, president of the association, outlined plans for the coming season's work at a business meeting.

GAME TO TEACH NAMES OF TREES

LAURA ROUNTREE SMITH.

The children stand or skip in a circle. The Woodcutter is inside the circle with a paste-board hatchet. The children say:

> The jolly old Woodcutter comes today,
> Away, away, away,
> Don't come in these woods of mine,
> Cut the hemlock, spruce and pine.

The Woodcutter stops before any child and pretends he will cut down a tree. The child must give the name of a tree as quickly as possible, or be cut down and go out of the game.

The child must not name "hemlock, spruce or pine" but must give the name of some other tree. If he names any of the above three trees he is out of the game.

The Woodcutter returns to his place in the centre of the circle and the game continues any length of time.

The Rhode Island Kindergarten League held its first meeting of the year in the kindergarten room of the Normal School on Wednesday afternoon, 26 members being present.

The Chairman of the Winter's work committee presented a very attractive programme for the year. It will include a lecture, "The Psychology of Action," and a reading, the subject of which will be decided upon later, both to be given by Delbert Moyer Staley of Boston. At the regular meetings Harold Madison will talk to the league in November on "Winter Animals;" in March Miss Patterson of the Normal School will entertain with story telling and in April Miss Pierport, Supervisor of Drawng in Bristol, will give several illustrations of stories for blackboard work.

The league also voted to appoint a committee of three to plan a course of propagation work.



November's here, November's here,
Thanksgiving Day is drawing near,
Tucked in safely side by side,
To grandpa's farm the Bunnies ride,
Thirty days has old November.
'Tis a thing we can remember,
Bunnies are singing "Ha, ha, ho, ho"
Thanksgiving Day is coming we know.

Laura Rountree Smith

BOOK NOTES

THE-BUNNIKINS-BUNNIES' CHRISTMAS TREE, By Edith B. Davidson. Illuminated boards, 64 pages, size 5½x6½.

A beautifully illustrated little volume of special interest for little children. Among the stories are the following: "Hurrah for the Holidays;" "The Snow Fort;" "The Danger of Disobedience;" "Paddy to the Rescue;" "The Choosing of the Christmas Tree;" "An Old Friend Appears;" "How the Christmas Tree Came Home;" "The Christmas Party."

REPORT OF COMMISSIONER OF EDUCATION, STATE OF KENTUCKY, For the year ending June 30th.

This volume contains a vast amount, of information relating to educational matters in Kentucky.

THE RHYTHMS OF CHILDHOOD, By Caroline Crawford and Elizabeth Rose Fogg. Cloth 85, large pages. Price, $1.50. Published by A. S. Barnes Company, New York and Chicago.

Contains twenty-two rhythms as follows:

How we March A-Soldier; A Clear Frosty Morning; Here we Go; Going out to Play; Coming Home From Play; Going to Church. Reverence; Marching in School. Anticipation; Let's Run a Little Way; The Happiest Skip; Round and Round we Go; Waiting; A Quiet Mood; A Happy Heart; The Rocking Horse; How the Band Marches; Dolly Goes A-Walking; Jack-in-the Box; Rocking Dolly to Sleep; The Train's Going By; Floating Like a Feather; Butterflies-in-the-Garden; Birds-a-Flying; The Giants in Their Great Boots; The Wind's Blowing Us; The Galloping Horses; The Elephants go Down the Street; The Fairies are Dancing.

KISINGTON TOWN, By Abbie Farwell Brown, Cloth, size 6¼x8½. 213 pages. Price $1.25 net. Published by Houghton Mifflin & Company, Boston.

The town of Kisington was besieged, and affairs were in a desperate state. Many strange and interesting things had happened in Kisington in days gone by and it suddenly occurred to the people that instead of surrendering to their enemy, they would send out Harold, who knew and loved all the ancient stories, and see if by reading them to Red Rex, the king of their enemies, he could not divert his attention. Harold's reading is so very entertaining that the king asks for more and more of it, and finally repents of his purpose to destroy such an interesting town. Boys and girls of six to twelve will find inspiration and delight in these merry stories of olden times by one of the most successful writers of children's books.

WHAT SHALL WE READ THE CHILDREN, By Clara W. Hunt. Illuminated cloth, 156 pages, size 5x7 inches. Price $1.00 net. Published by Houghton Mifflin Company, Boston, and New York.

This wise and helpful volume tells just what books to read aloud to little children and just how to read them. Poetry, nature, and travel books, fairy ta Bible stories, true stories, picture books,— branches of children's reading are covered in a that parents and teachers will find most help There is also an excellent chapter on buying the n sery library. Miss Hunt is the head of the childre department in the Brooklyn Public Library, and of the best known authorities in the country in t important field.

THE BROWNIES AND THE GOBLINS, By N. Banta. Cloth, 128 pages. Price not given, publish by A. Flanagan Co., Chicago.

This beautifully illustrated volume shows a gr many illustrations. The contents are as follows: "T Brownies' Banquet;" "Water Sports and Adventure "A Trip to the Moon;" "A Pain In the Sawdus "Berrying;" "The Jewels;" "The Departure of t Goblins."

MASTERPIECES IN ART. A manual for teach and students, by William C. Casey, Cloth, pages, size 6x9 inches. Price not given. Publish by A. Flanagan Company, Chicago.

Simply stated, this manual seeks to put within ea reach of public school teachers and elementary students a comprehensive study of masterpieces in especially adapted to the age and needs of the stude It is the outcome of the author's own experience a teacher in the elementary and high school grades a as a student in normal and normal and university courses.

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July	*"Fourth of July"
August	*Hammock Song
September	*The Dancing Leaves
September	Golden Rod and Asters
October	The Birds Flying South
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November	*Pumpkins
November	*The Turkey
December	*Jolly Santa Claus
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This Happened Only Recently

Lyman A. Skinner,
Detroit, Michigan

Stambaugh, Michigan
September, 28th, 1915

Dear Sir:—

Enclosed please find money order for two dollars and forty cents ($2.40) to cover the cost of the four dozen Pencils you sent me.

I gave the children the pencils on Friday and Monday morning they came back with them all sold. I had told them that I had a small prize for the one who sold the most pencils. One boy sold 12, so I gave him the small Deposit Pencil Pointer, you sent as a sample. He was delighted with it.*

The children are very proud to think that they earned the sharpener and of course make good use of it. I have shown it to several other teachers and they are going to make use of your offer also.

Very respectfully, (Miss) Vera Van Allen

*The free sample Deposit Pencil Pointer, referred to above, will be included in your order also.

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Mail me a postcard today and I will do the rest, address

LYMAN A. SKINNER, 31 Duffield St., DETROIT

At Lynn, Mass., the following tentative time schedule for all subjects to be taught in the kindergarten has been adopted:

Recess, 25 minutes; greeting, 5 minutes; morning talk, 15 minutes; reading (development, phonics, spelling, etc.), 120 minutes; music, 15 minutes; rest and relaxation (two periods, 5 minutes each), 10 minutes; literature: Story and readings (at least two new stories a day. Two or three periods), 15 minutes; games, rhythm work, sense training, (two or three periods), 15 minutes; story retelling, poem reciting, picture study, (The child's time to talk), 20 minutes; drawing and hand work, 15 minutes; unassigned, 15 minutes. Total 270 minutes.

PITTSBURG, PA.

The babies of the kindergarten schools of the city are studying their families this week. That is, the children are becoming familiar with the relationships that should exist between them and their brothers and sisters and between them and their parents. The doll family is also being studied. The latter part of the week classes will be taken to the dairies to see cows milked. —Pittsburg, Sun.

A kindergarten is to be opened at the Plymouth Boys' Club, Brockton, Mass.

CHICAGO, ILL.

With a registration this fall of two hundred students, the National Kindergarten College, formerly the Chicago Kindergarten College, Chicago, has surpassed any previous enrollment. It has added two new dormitories, having now three in all, and has increased its class room space considerably.

Provision has been made in the larger classes for group recitation in order to keep the sympathetic touch between the teacher and the individual student. In addition to its regular session the College has maintained since 1908, a summer session. Courses in both kindergarten and primary methods are given, and the credit applied if desired upon the work outlined for the regular year. The College has found the summer school of special value in reaching primary grade teachers and principals who could not otherwise be imbued with the educational ideals of the kindergarten. The 1915 term was a very successful one, both from the standpoint of attendance and interest.

THE TRANSITION CLASS

The New York Kindergarten Association, 524 West 42nd street have engaged Miss Susan E. Blair, to deliver a course of lectures relating to the above subject which began October 16, and will continue each Saturday ending with December 4th as follows: Oct. 30, "Nursery Rhymes;" Nov. 6, "Fairy Stories;" Nov. 13, "The Frobelian Approach to Mathematics;" Nov. 20, "The Frobelian Approach to Mathematics;" Dec. 4, "The Frobelian View of the Child."

A reception for the new pupils of the Frobel Normal Kindergarten Training School at Bridgeport, was held Oct. 23.



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ON

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THE KINDERGARTEN
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J. H. SHULTS, MANAGER.

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cember, 1915. VOL. XXVIII—No. 4

EDITORIAL NOTES

HE kindergartner who can create a real love for kindergarten in the hearts of little children has not ssed her calling.

OURTEEN of the twenty-two county superintendents Idaho are women.

VE wish all our friends a Merry Christmas and a ppy, prosperous New Year.

HE kindergarten cause is rapidly growing. The ntessori Educational Method which was thought some, might detract from the kindergarten, has med to have had no such effect whatever.

The working mother is the most melancholy figure the working world. She not only has to leave her ldren largely to the care of others, but also to spend life doing work for which she is hopelessly unpared.—Katherine Bingham, Cleveland.

"To deal with the needy helpfully requires a balanc of sentiment and trained sense. Adequate service the needy require that in considering misfortune warm heart be controlled by a cool head and that y be a motive and not an emotion."—James F. Jack-n, Cleveland.

"Christianity, if anything, is practical. It refers to affairs of everyday life. It has its closest concern th those about us. Proper living conditions, health- and agreeable working conditions, adequate pay d reasonable hours for workers, and an equal opportnity for all men to live, to work and to play in olesome surroundings is a fundamental part of the sponsibility of the church as men now see it."—mes E. Cutler.

The annual Christmas party of the Kindergarten sociation of Toledo, was held in central elementary hool, Nov. 23.

THE CHRISTMAS SPIRIT

That the Christmas spirit, the Christ spirit, is a necessity in the world is shown by the present condition in Europe. Carefully prepared figures up to September 1st, reveals the astounding fact that 21,770,000 people are engaged in the actual business of fighting; 8,950,000 represented Germany, Austria, Turkey, and the remaining total of 12,820,000, the allies. In this was included the naval force of 2,108 ships of war. At that date, 2,228,350 had been slain, 4,837,515 wounded so seriously, as to be disabled, and 1,750,000 men reported missing. The human mind can hardly grasp the depth of this calamity. Let the reader think of a city of 20,000 inhabitants and then consider that on the first of September the actual number of men killed more than equals the entire population of 1,114 cities of that size. This carnage has been accompanied by the destruction of cities and towns, and vast areas of territory, starvation of men, women and children, spreading of disease and the accumulation of a debt that will grind the people of Europe into poverty for a hundred years to come.

War annihilates practically everything material that the human heart can desire, and this war is without a really valid excuse. It would have been utterly impossible if the Christian spirit had prevailed. If the rulers had been guided by the golden rule there could have been no conflict. The fact stands out boldly that civilization without real Christianity is a menace to the human race. The inhumanity of this war has been increased a thousand fold because of the intelligence of the people engaged in it. Strife leads to strife. Other nations are becoming involved and who can predict when it will end. It is indeed a dark picture.

TO RAISE FROEBEL MONUMENT FUND

The Baltimore Kindergarten Club met, October 26, in the club-rooms, 516 Park avenue and among other things decided to make a secial effort to raise the full amount for the national Froebel monument fund and also to further the interest of the kindergarten movement.

SUGGESTIONS FOR THE DECEMBER PROGRAM

By JENNY B. MERRILL, Pd. D., New York City

I have been reading "Christmas" by Zona Gale. Perhaps you know her better as author of "Friendship Village."

If the extravagant celebrations of Christmas have dulled your interest in its joys, read this touching story which tells of a whole village that voted one year to give up Christmas altogether!

While at first thought, it really seemed a relief, the idea became more and more oppressive as Christmas drew near. And I need not tell you that a "little child" led the whole village back to a simple, sane, wholesome Christms Eve.

So impossible it is to extinguish the spirit of play in childhood, that the children of this village actually planned a "funeral" for Santa Claus if there was to be no Christmas trees and no Christmas toys! but Santa was not dead and was not buried! Indeed, he proved himself very much alive that Christmas Eve! But I must not forecast the story, for that is not the way for a good kindergartner to do.

Read the story and it will make this coming Christmas a very real one to yourself as well as to the children of your kindergarten if perchance, your ardor has waned because of all the things so hard to understand in these days:

> "Let every heart prepare Him room,
> And heaven and Nature sing."

During the months of September, October and November, many little hands have been growing more deft, and a love of "making things," has been steadily growing.

"What can we make for Christmas presents" will make one of the interesting topics of conversation early in the month, possibly the very first.

When the new month is announced, some child is sure to say, "Christmas comes this month." Then many little tongues will be unloosed and "Oh! the babble of the Babel"—but never mind, listen to the various bits of information as each child gives of his little store of happy last year memories.

Do not try to organize these various contributions the first day. Rather listen and learn from the little ones what impressed them, what has remained. Note quietly the omissions that you may supply them in your next conversation.

When little tongues have exhausted themselves, say, quietly, "Now, go to the tables and we will all look at our Christmas pictures." You are supposed to have a collection all ready by December upon such an important topic. Whatever toy picture books you have, which relate to Christmas, whatever mounte scrap pictures of Santa or Christmas trees, or son scenes, or toys, bring them forth. Include Froebel Toyman. See that each child has one picture a least; later quietly exchange pictures. Whisper a you pass about. Raise your finger as a quiet warnin Try to induce the "quiet spell" that should follow a exciting conversation. "Look at the pictures no Some other day we will talk about them,—and d not forget to do so, telling stories of many.

After play time or an out-of-door romp, the childre return to work. Possibly now is the time to engag "helpers for Santa Claus."

Show a number of very simple Christmas gifts- that children made last year for father, for mother o for you. Ask how many children would like to mak some little presents to give away, as well as to g presents on Christmas.

Pass several little presents around or let the chil ren come to the table where they lie. Make it in portant that each one decides which he wants to mak and to whom he wants to give it.

This is their little problem.

Continue the interest in "making things" from da to day. One period at least will be needed every da for all the presents must be finished by the 20th i all probability. Begin early. Do not hurry. Do no allow excitement.

From day to day tell stories about Santa Claus, o all the work he has to do to get ready, and ho pleased he is to have children help him. He like little children not to tell what they are making b cause it is pleasant to have Christmas secrets.

Spend more time than usual in song. Christma is the time for singing.

Select songs after carefully examining all son books accessible. The following is a suggestive lis in which you will find not only Santa himself, bu many of those objects that help us to image th beautiful holiday, as "The Star," "The Bell," "Th Tree," "The Baby." Keep these words in mind a you select your songs:

Once a little baby lay.
O Star of wonder.
O, wonderful tree.
Old Santa Claus puts on his cap.
Jingle bells.

Sing the songs to the children for several day Ask which they like best. Which shall we lear first? In these ways let the children help in makin the daily program.

Have several singing periods, none too long. Fifen minutes is a long time to sing.

Sing occasionally during a working period. In some ndergartens, the spirit of song is encouraged, so at even the children now and then feel free to sing they work, spontaneously.

Singing, telling stories, looking at pictures, making fts, are to be the main features of your December ogram.

Gift work will not be so prominent but there will building periods surely when Santa's chimney will in evidence—possibly in some sections of the couny, a fire-place is known but in many even the chimey is not well known. Pictures and stories may help bring these two interesting objects into existence. eal bricks, a dozen or so, are sometimes secured nd the children take turns in building with them, hile the kindergarten blocks are also used on the bles.

Ask the children to build a sleigh for Santa. Ask iem another day to show you with the blocks what y they would like to have. Then see if you can ess what it is.

Also have these possible presents outlined with icks and rings.

Do similar work in drawing or coloring.

In some kindergartens the Christmas decorations re made early in the month before the presents.

The teacher cuts out drums, balls, trumpets, dolls, nd any other typical child's toy after good patterns. he then gives one to each child to color, giving careil directions about coloring.

With these colored paper toys, very attractive borers can be arranged around the room.

If a snow storm arrives in time, white crayon on ray paper should be used for snow-hills, snow balls, now men. These joined also decorate well.

During this month if there should be time, cut out aper mittens, and have the children select the color hey wish to use to make them pretty. Let each child olor two mittens and unite them with a long piece f worsted.

This gives a simple opportunity to use the needle, nd also to impress the best way for a child to take are of a pair of mittens so that mother will not have o buy another pair because one is lost! The children njoy these coloring lessons, and the action of rubbing he crayon on is strengthening little hands for future ork in writing in the primary. The coloring insets f the Montessori material are favorite occupation ork.

Our kindergarten coloring lessons give very similar ork. Coloring the camel, the reindeer, or any of the nimals suggested by Christmas stories would be good ccupation work if making presents does not fill all he time. Indeed, why not color all these animals, nd afterwards have them mounted in a scrap book or a Christmas picture book.

This could be used as a present for grandma, or untie, or cousin, or little sister.

Speaking of little sister reminds me to suggest a possible doll house for her made in a paste-board box. This will give considerable constructive work for a few of the older kindergarten children.

Little wagons and "puppy shows" may also be made in cast off paste-board boxes. I have seen biscuit boxes converted into trolley cars.

THE CHRISTMAS TREE

If possible, secure a few twigs of evergreen before the tree arrives. Use them to represent trees growing in the woods by planting them in the sand box. Secure a tiny ax and saw and play go to the woods to find a Christmas tree to bring to the school. Play cut a tree down, use a toy wagon to bring it to kindergarten, and when it arrives, set it up in the doll's house. This will give much pleasure, and prepare the way for the big tree if it comes, or if none is to be expected, it will still be an excellent feature, an instructive one too, especially in city kindergartens where children know so little of trees.

Small things look bigger to children than they do to us. Do not neglect a twig or two if you cannot secure a whole tree. Since we have learned that even an atom is a world full of revolving sub-atoms or electrons, we have very great respect for little things!

Hang a few tiny decorations or toys upon the tiny tree in the doll's house and the children will laugh aloud. Try it.

PLAYING TOY STORE

Froebel's Toyman should be re-read every year. It contains a good lesson on training a child to choose, to be content with choosing one toy and not to want everything he sees in a toy store.

The child's mind is to be prepared before he goes to the store.

Playing store is always a pleasure to children. Kindergartners have invented a very happy toy store of living toys. Do you know of it? The usual game circle is the toy store. Each child decides what toy he will be.

When he is called into the circle, he tries to represent what toy he is so that the other children can guess.

Sometimes the kindergartner plays she is the toyman.

Half of the children are arranged as toys. The other half are customers and come to buy toys.

One says, "I want a doll that walks and talks." The toyman says, "Here is just such a doll."

She then pretends to wind up one of the children who walks off in a stiff way like a walking doll, saying "Mamma," "papa," trying to mimic a walking doll. Another customer comes to purchase a rubber ball.

"Oh, yes, here is a fine, large rubber ball. See how it can bounce!" The child who represents a ball, springs up and down like a ball, etc., etc.

It is a very fine game for this month. For rhythms various toys may be imitated by the children in unison as, the Jumping Jack, the drum, the ball, the kite, the swing.

The motion of chopping down the tree, and using the saw may also be imitated rhythmically.

THE CHRISTMAS PARTY

The kindergarten stands for social life. Children love company. They love parties. They love visitors. They learn in them to be polite.

Let us hope they enjoyed a Thanksgiving party last month, and will again have the pleasure of inviting mother and father and auntie, too, to a Christmas party. Let it be a simple one, the chief feature being the Christmas songs, a story and the toyman's game. Let the children then have the pleasure of handing their little presents to the friends they are entertaining.

If the children are to receive gifts, let that come last as a surprise. I think a little picture book of animals, of children at play, or of farm scenes, most appropriate for children who have few or no books at home. Circumstances must decide the choice of toys. It is difficult to advise in general terms.

In conversations during the month, try to get the confidence of the children, and if possible, gratify their hearts' desire especially in needy cases. Avoid fragile toys that soon disappoint and lead to destructiveness.

Dishes and dolls for girls, trains and fire engines for boys, usually give satisfaction.

Prepare a dainty invitation for the party, and even parents who cannot come, will be pleased to be thus remembered. Cut the invitation in the form of a bell, a tree, or a star, cutting double so as to write inside. Have the older children color the outside, using appropriate colors.

"Merry Christmas to all,
And to all a good night."

A DIFFICULT PROBLEM

One of the very difficult tasks confronting the educator is that of creating a larger faith in knowledge. We are too prone to spend large sums of money in the equipment of men with knowledge and then in our hours of need we turn to the quack or the charlatan for help. When we calmly consider the matter, we know that in all the affairs of men, there are laws which, if understood and followed, would give definite results. In practical application, however, we too often prefer the guess or the practice of some former day. To overcome successfully this lack of sure confidence in knowledge will demand all the skill and all the wisdom we can summon. It presents to us a man's job. We must meet it as men.

Education in its present meaning and purpose has laid upon it a great responsibility. It must harmonize the discordant demands, and keep open the door of opportunity to all.

It must help to produce better workers by giving them skill based upon reason. It must help to produce a satisfied people, by instilling a sane philosophy of life and creating a love for the ideal. It must contribute its share to the development of civic righteo
ness by proper training in the rights, duties, a
privileges of citizenship. In a word, it must do all
can to help men to be what in their best momen
they would like to be.—Robert J. Aley, Maine.

ADDRESS BY LUCY WHEELOCK

At the meeting of the Mother's Congress a
Parent-Teachers' Association, Quincy, Mass., Oct.
Miss Lucy Wheelock of the Wheelock Kindergart
school of Boston spoke on "The Kindergarten." S
divided her address under three headings. First: T
chief concern of the community is educatio
Second: The beginning of education is most impo
ant. Third: The ones who know the most abo
education are the ones best able to judge. A go
education enables a man to fill magnanimously
offices both civil and private in peace or in war.

"There is much less appropriated for the elementa
grades than for the higher schools, the teachers a
paid less and the parents expect to pay less for t
education of a young child. We should emphasize t
beginnings of education because as the child gets old
there is a growing chance that he will leave t
school. The best economy of a community is
educate its children and the earlier this education
begun the better. The kindergarten will do certa
things.

"For instance it is the great melting pot of t
nations. The attitude of the child is determined
the kindergarten, his habits are developed, his i
terests determined. It teaches freedom, constructi
and some kind of employment. The parents who ha
seen what the kindergarten has done are the be
able to judge and they are unanimous in their endor
ment."

Miss Wheelock said she had been appointed cha
man of the committee on kindergartens in t
Mothers Congress and that she was not going to l
the grass grow under her feet until she had succeed
in getting a kindergarten established in every town
the state.

IDEAL KINDERGARTEN ROOM

The Muncie (Ind.) Press says of a new kinderga
ten room in that city:

"Located north of the court house, with its sou
frontage of glass, the large, light, airy and well-heat
room is most attractive all through the winter," sa
the parents of one of the little tots who will atte
the school this winter. "With its white lace curtain
its ferns, plants and hanging pictures, in addition
attractive pictures and frequent decorations made
the children it attracts all who enter it.

"Nature study, story telling, folk dancing, gam
and simple practical handiwork are all given a pla
in this school. It is a school where happiness reig
with the children and the teachers."

EARLY PRIMARY WORK AND ITS RELATION TO THE KINDERGARTEN

JENNY B. MERRILL, PD. D.

I am sure the readers of this series of articles will all be pleased to hear the outcome of the work in reading in the "connecting class" of crippled children to which I referred in my article last September.

It was impossible for me to visit this class as I had planned several times during the term, but I have learned thru report that the interest of the children in reading never waned throughout the term. Indeed, when I asked Mrs. North how much time was given to reading, she replied, "We read all day—that is," she explained, "some of the children were always coming to me to hear them read." This reply means so much that I must attempt to elucidate it, for many of us, have not fully realized how much "initiative," "freedom," and "natural activity" may be permitted in teaching reading in the first year.

Mrs. N. explained in this way: "Some children were at the blackboard, while others might be at the sand table or doing other manual work, but *while these occupations were in progress*, several would come with their books to read to me. Strange also to say, the children who were working often *listened* to the reading, tho not required to do so. One boy who had read ahead of the rest, would often call out from the distance the very right word if a child, who was reading, hesitated, thus showing how closely he followed."

A feature of unusual interest and importance is *the drills the children gave each other.* Of course we all know how children love to "play school." This feature was not only permitted, but *guided* in this little class.

Many children, I have noticed, when they "play school" out of doors on the doorsteps, seem to imitate the most unnecessary and disagreable things they have seen in school, but with a little healthy guidance under the teacher's eye, many children develop into genuine little teachers.

I was much pleased to hear of this use made of "play" to help in drilling both words and sounds.

In this particular class, a set of cards, which accompany the Reader used, were handled by the children in testing each other. It was a very simple thing to hold up a card and ask a child to answer, but it not only was a drill on words, it gave confidence to the little teacher who had to decide whether the answer was correct.

Slips were also prepared for use in drill and busy seat work. The children used such slips to *construct* short sentences and stories.

The lines of a nursery rhyme for instance, are "sliced," as in the familiar game of "sliced animals," and the children put the "slices" together to make the rhyme anew. For example, suppose the child has the three following slips given to him in a package or envelope.

Jack be Nimble,
Jack be quick
Jack jump over the candlestick.

The child does not know which rhythm he has in his package, but by his memory of the chart or blackboard work, or even one word, he finally decides and soon arranges the right order for the three slips, and reads the story. He may not remember *all* the words but gradually by this practice, all the words of the rhymes become more and more familiar to him.

After a time, the slips of two rhymes may be placed in one package or envelope. Then the work of sorting out the right pieces for each rhyme becomes quite a task, but a very happy one. It is like a little game to the child.

One of Dr. Montessori's devices described in her "Book of Method" is similar. It appeals also to the physical and dramatic activity of the child.

Little slips are given out directing the child to perform some simple act. First one and then another child reads silently and then does the thing directed. The others guess what was written on the slip. If the child cannot read the slip, he does not know what to do. So he tries very hard to read.

Such slip might read:
Shut the door.
Open the box.
Pick up two pins.
Find a red ball.
Jump three times.
Swing your arms.
Make a bow.
Count six shells.
Hide the blue top.
Hide the blue top.

The children's interest to do the thing is so great that it seems to facilitate the reading.

The same slips can be exchanged until all become quite familiar. Then new ones must be ready.

This play spirit is the finest and most successful way of "connecting" the kindergarten and first year work.

Some teachers of the first year pupils, are undecided about which method of reading to begin with, the word or the phonics.

Both methods are valuable in their place. The

phonic method is much more useful in a language like the Italian because there are not such dreadful irregularities in spelling as in English. But at the proper time, phonic work helps very much even in English. It should be used principally in the second and third years.

It is generally conceded that the whole word or even a short sentence is desirable for beginning, and indeed for several months, if not for the whole of the first year.

Dr. Balliet contends that very early phonic work, or early oral spelling, tends to make slow readers for life. At any rate, reading whole words and sentences keeps the mind of the child on the thought of what he is reading, and tends to make the child read for "content"—that is to get at the thought or story. This is one reason why we approve the use of nursery rhymes for beginners. The previous knowledge of the rhyme, and also its playful character, tend to keep the thought uppermost, and so to insure *natural, expressive reading.* The habit once formed of reading "*to get the thought*" persists, especially if books are selected which have interesting contents.

Readers also should be frequently changed. In our best first year classes, the children now read several primers and a very simple story book.

One primer is usually selected for the class to complete and several others are kept on the table where those children can help themselves who advance more rapidly than the class. In this way, initiative and individuality are encouraged.

To encourage a good motive in reading, children are allowed to read to each other. The children who do the listening may tell what they remember.

In selecting readers try to secure a variety of subjects.

Children love to read about animals. They love fairy stories, but they also need other subjects relating to child life and bearing on conduct, more or less.

The old-fashioned ethical readers often planted ideals that were never forgotten. Even some of the nursery rhymes are indirectly ethical in content, as "Little Boy Blue."

Reading is the greatest subject for all grades. It is an honor and a responsibility to be called to lay the foundation.

Personality is the most distinctive mark of character, as it is the most effective element of influence upon others, and of great importance among a teacher's qualifications. A teacher must, of course, have scholarship, must be able to impart knowledge and must have the knowledge to impart. He must have good habits and a moral character; but the most important of all qualifications is personality. When in after years, we recall our school days, it is not the lessons that our teachers made us get that we most remember, nor the knowledge that they imparted. It is what we got from their personalities, and it is for this that our students will remember us.

Maintaining that personality is not a gift merely, not a mysterious something that defies analysis but rather the emanation from certain moral qualities, moral and moral-mental, existing in the individual and predominating in him, it was argued that what is regarded as a distinctive, if not a distinguishing personality might not only be acquired by the teacher himself, but that he might well make it a part of his effort to aid his pupils toward the same end.

Among the elements that might be cultivated in the endeavor to develop a marked personality were mentioned, energy, self control, a philosophic temper, manner and originality.

Continuing, Professor Taylor said:

"Above all, there is personality in being one's self. Originality is so rare a quality that to have but a small measure of it is to be distinguished. It is almost as rare as genius. Emerson said that men speak twice from their impulse to once from their reason, and do they not speak ten times from their memories to once from their own thought. But it is to that once that we all listen. If, amid a roomful you have really something to say, you need not raise your voice. The chatter will be instantly hushed. Provided it be your own thought, you do not need emphasis or noise to command an audience. When Elihu Root rises in the Senate, the seats are full. When from the pulpit, the preacher launches a bolt forged in his own heart and brain, be it in his mildest tones it does not fail the mark. A borrowed platitude delivered with ever so loud a roar strikes the wall, and the congregation continues its slumbers. That cry in the wilderness need not have been a shout; had it been a whisper the whole universe would have listened.—Prof. J. D. Taylor, Colby College, Me.

THE HARRIETTA MELISSA MILLS KINDERGARTEN TRAINING SCHOOL

We find the following in the New York Mail:

One of the best known training schools for kindergarten teachers in New York is the Harrietta Melissa Mills School, located in the New York University building, Washington square. The school has the special co-operation of the School of Pedagogy and the Washington square collegiate division at University Heights. The regular graduates of the school may matriculate in Washington Square College, with advanced credits leading to the degree of B. S. in education.

The training course of the school is approved by the State Board of Regents and by this city's Board of Education. This means that the diploma of this school qualifies its graduates to take kindergarten examinations for positions in state and city schools.

All candidates for admission to the training classes must be at least eighteen years of age and in a satisfactory physical condition, and have ability to play the piano and sing. Miss Harrietta Melissa Mills is the principal and Miss Elsie A. Merriman associate principal.

SUGGESTIONS FOR A COMMUNITY CHRISTMAS

Mari Ruef Hofer, Chicago.

Many communities are combining to rid themselves of the gift nuisance and the spending of much money on useless articles, by joining in a Community Christmas celebration. To this all may bring their offerings, schools, churches, clubs, secular, civic, and sacred organizations, rendering their carols, plays and various exercises. The pretty custom of celebrating Christmas out of doors, bids fair to become permanent, even in our more vigorous north, and offers opportunity for a fresh conception of the Christmas tree. The following program prepared for an untrimmed tree, may serve for suggestions for an indoor or an out-of-door celebration:

NATURE'S CHRISTMAS TREE.

SCENE.—A city square or park brightly lighted; a growing tree and shrubbery about. If a planted tree is not available, one can be easily substituted. A trumpet is heard; the Spirit of Christmas appears about a clump of shrubbery; he is dressed in white and holly berries, a sparkling wand in his hands:

Spirit of Christmas—"Once more it pleases the Children of Men to evoke the Elements and the Spirits of the woods in the celebration of Christmas. Our beautiful evergreen tree, for centuries ruthlessly torn from the soil and set to wither in the indoor glare and heat of the haunts of men, may at last rejoice in the sparkling frost and fairy mist of its native forests and send its fragrance into the free air in glad messages of the happy Christmas time. Truly may our tree now be the pure symbol of that radiant life everlasting, which hails this night's glad birth. Hence I summon ye, Children of the Elements, appear—from your haunts in forest tree and shrub; sparkling Spirits of the Air, shower your glistening gems on its green branches; Snow Spirits, float and swirl and circle and softly cover each soiled spot with your fairy whiteness; hail Frost King, hang your crystal candles, and send sparkling their thousand prism flames; Holly berries, twine your scarlet wreath in shining garlands fine; Gift Fairies appear and scatter your choicest gifts of good deeds, the laughter and sweet songs of children—come all ye and join in mad revelry with the Children of Men about our green tree everlasting."

He raises his wand and first appear a troop of brown, grey, green gnomes and brownies, disporting themselves about the tree. A brownie dance may be improvised. (See music below.) If tree is large enough they may finish by hiding under its branches, peeping out at the audience. The youngest boys may take this part. They scatter as the white frost spirits with their glittering wands appear, scattering hoar frost and dancing about. Boys from eight to ten will take this part. A bevy of little girls in white cotton flannel dresses and caps, next appear with pockets full of white confetti. They skip about throwing handfuls high upon the tree and join in a circling dance about the tree. The Holly Berries appear dressed in green and red with holly in their hair and twine the wreath. For this red ribbons may be fastened from the top of the tree and from ten to sixteen couples may encircle tree, go through the figures and then drop ribbons and run away. The Gift Fairies and their queen, in gowns of dainty colors and tinsel appear. The queen somewhat taller stands raised behind some shrub and pointing her wand to tree recites:

Queen of Gift Fairies—"Well have our friends the Spirits of Earth, Air and Forest, restored to us our beautiful tree. Again as of yore it stands clad in sparkling splendor. O Spirits of beauty and delight, with what fairy gifts shall we now bedeck it, that once more it shall stand a fit symbol of the love and happiness we celebrate this night? Hasten fairies, with gossamer dreams of lovliest hues; scatter sparkling jewels of joy and love; lavish the gold and silver of good deeds and fill the earth with happiness and riches this night for every child! Come! Come!"

The Gift Fairies now scatter around the tree and to the music dance and throw festoons of many colored tinsels over its branches. As they finish the colored electric lights may be turned on when all should join in a carol of joy, "Hail Old Father Xmas." At the close of this, a funny Santa Claus may appear:

Santa Claus—"Well, well, children, now you have done it! Do you know you have put me out of my job? It was just about time however. You have kept Old Mother Santa Claus and myself and thousands of helpers so busy these last few years that we were just about to drop in our tracks! More and more and such useless things, and such extravagance—Our old friend the Christmas Tree was so loaded down that he groaned with rheumatism and backache. And now he will stand up straight and tall again and we shall see his beautiful green branches reaching up to the sky, and the fresh fragrance of the forest will scent the air. As for Mrs. Santa and myself, we'll mend stockings and rub down the reindeer. Let us give three cheers for our old friend—cheers—and now with what we have saved this year on useless trash, we can send some good things to those poor little ones across the water who this year are without trees and gifts and worse—without fathers and mothers and homes. Let us sing a nice carol for them.—All sing Holy Night. Now to your games while I spy around and see if there is something in my bag for these older children here whom I haven't seen in an age before.

(Throws bon-bons and confetti to the crowd.) All shout and laugh and cheer for Santa Claus. A few carols may be sung at the close, and some citizen may congratulate Santa Claus on the new Christmas and with a few general good wishes the meeting breaks up with more carols or Auld Lang Sine with Christmas words. Trumpets and noise are now in order.

WHAT TO SELL AT A KINDERGARTEN FAIR

Have a table of fancy articles suitable for unusua gifts, a table of articles of utility, cake table, grab bag curio table, 25c table, a table for preserves, jellies, etc Postcard table, postoffice with humorous letters for al who apply and will pay the postage, guessing games and fortune telling.



SUGGESTIONS FOR CHRISTMAS GREETINGS By F. G. Sanders, Toronto, Ont.

MUSICAL SELECTIONS AND DANCES.

A band, victrola, piano and cornet make good outdoor music. Cornet will give trumpet calls and help lead the singing. Brownie, Frost, Snow music can be found in Music for Child World, Vol. 1, II, III, and other available selections. Simple dance forms are suggested by the music. For out-of-doors, use running steps, in free movement and circles, rt., lt., front, back, etc. The wreath dance is described and music is given in Singing Games, Old and New. The carols of the School and Sunday School children will serve for singing. A Merry Community Christmas to you by the writer.

WHILE THE STARS OF CHRISTMAS SHINE

Emilie Poulsson

While stars of Christmas shine,
Lighting the skies,
Let only loving looks
Beam from our eyes.
While bells of Christmas ring,
Joyous and clear,
Speak only happy words,
All love and cheer.
Give only loving gifts,
And in love take;
Gladden the poor and sad
For love's dear sake.

THE VALUE OF THE RURAL LITERARY SOCIETY

GEORGE JESSE CHANDLER

There is no question but that the presence of a good, hriving literary society in a rural community is very esirable in many ways. Co-operation is the order of he day in various activities of human life. Indeed, in- ellectual co-operation plays an important role too, for f it is true that "two heads are better than one," it is lso true that a multitude of heads are still better.)ne can derive much benefit from reading good books nd periodicals but to obtain the greatest degree of ulture and knowledge it is necessary to meet with ne's fellows and talk things over at public gatherings. n this connection, too much praise can not be be- towed upon the training received in a public debate. t is a fact that participation in a good debate upon an nteresting theme will give the participants a ready ommand of language; the ability of speaking in an mpromptu manner; a breadth of view that will elimi- ate bigotry and narrowness; and, above all, the desir- ble mental attribute of looking at questions of human ffairs from all possible angles. Then, too, delivering rations, recitations and monologues; reading riginal essays; and taking part in amateur theatri- als, mock trials, ciphering contests and spelling natches are of value in the work of the local literary ociety. The nature of a program must necessarily de- end upon the varied tastes of the members. It nakes little difference what the programs may be, if he fund of knowledge is increased, culture is obtained nd the ability to express one's self well and with ease s acquired.

About a year ago, a group of farmers and their amilies in the Mimbres valley of southern New Mex- co realized that they needed a literary society. Ac- ordingly, on a certain Friday evening in October they net together at the school house and organized one. There were eight present at this organization meeting nd it looked that the movement would come to naught. But at the next meeting, there were about sixteen present and the outlook seemed more promis- ng. Officers were elected and a program was arranged for the following meeting. The officers were a presi- dent, a vice-president and a secretary-treasurer and their terms of office were for four months. From that time on, the society flourished like the famous "cedars of Lebanon" and the usual attendance was thirty per- sons. Everybody from fifteen and up, of both sexes, and of good character was considered as eligible to membership. The society has been fortunate in ob- taining desirable members and, barring a certain measure of difference of opinion on matters of public policy, there has been no inharmony or hostility upon the part of the members to mar the prosperity of the organization. I have seen a good literary club com- pletely broken up by having two members who made themselves decidedly obnoxious to the other members by their loquacity and their complete disregard of the rights of their fellow-members. So, I believe that harmony among the members is very fortunate in a club devoted to the attainment of culture and know- ledge. In many cases, it is wise for a membership committee to use a certain amount of good judgment and discretion in admitting new members.

From its inception up to the present time, the so- ciety has missed but one meeting and the failure of the members "to turn out" that evening was due to the fact that they were busy irrigating their field crops. Interest has always been keen and seems at the pre- sent writing to be on the increase. Occasionally, members have been remiss in taking part in the pro- gram when they had been appointed by the program committee for various assignments. So it was decided at a recent meeting to levy a small fine upon all who failed to participate in a program when appointed or to appoint a suitable substitute. I notice that this remedy is efficacious in bringing de- linquents "to time."

The programs of the organization are varied so that the tastes of all the members may be suited. Some- times, we (I say "we" because the writer is a member of this club) have music. Three men who play the violin frequently entertain us by a display of their talents. A few evenings ago, a member brought his phonograph along and played some popular airs for us. At all meetings, we sing "The Red Mountain Booster Song." This song is so-called because "Red Mountain" is a well-known mountain in our locality. This song was composed by a young lady member and is sung to the tune of "Marching through Georgia." The singing of this song is effective in arousing local patriotism and loyalty among all present. In passing, let me say that all rural clubs of this nature would do well to sing some song about their particular localities, a stirring song that would promote loyality for the neighborhood and aid in eliminating the pernicious habit of "knocking" (I believe that all communities, rural or urban, have their quotas of knockers.)

Last summer, we had a mock trial that proved a decided success, the attendance being sixty. The fact that everything was free helped, perhaps, in our having a large attendance. The case was a breach of promise suit instituted by "Sally Snifflesneeze" against "John Gumdrop" for a million dollars as "a balm" for "wounded affections." There were ten witnesses, many of whom were dressed in ludicrous costumes and impersonated foreign characters. At times, the testimony was very witty and provoked much laugh- ter from the audience. The plot and words were original, having been written by a lady member of the club. The mock trial lasted an hour and the "judge" rendered a decision for the plaintiff, Miss Sally Snifflesneeze, fining the defendnt ten dollars. Getting up this program was very little work, except for the originator thereof and it was a much smaller undertaking than rehearsing a play would have been. The trial was much enjoyed by all present and the folks decided to have another one at an early date.

Occasionally, we have debates upon popular ques-

tions of the day. As a rule two members each are appointed on the affirmative and negative sides and the audience participates in the general discussion. We have debated upon the following questions among many others: "Resolved: That Environment has a greater influence upon Character than has Heredity" (a threadbare theme but a good one); "Resolved: That Capital Punishment should be abolished in this country"; "Resolved: That George Washington was a greater man than Abraham Lincoln"; and "Resolved: That the Initiative and Referendum Laws are desirable." After the regular speakers have debated, open discussion by all the members follows.

As a general rule, the most entertaining kind of a literary program is the amateur newspaper. Every few months this paper is written and read aloud by several members. The contents comprise: a few editorials on topics of the day and current events; some essays; a few poems; a scientific article; and the local gossip and happenings. The news of the neighborhood is always written up in a humorous manner and large portions of it are fictitious to add to the wit. This part of the program is the most popular as all are fond of hearing jokes about one another. There is Bill who is laughed at for being so attentive to a certain maiden. Then there is Nell who trapped a coyote and thought she had captured a pet dog. A jest is made about John because his dairy cows come home at midnight to be milked. The writing up of this paper and collecting data for it always prove a valuable training for these who are appointed for the work.

Then every few weeks we have a big spelling bee and a ciphering match. These contests afford an opportunity for the brilliant ones to display their talents. The leader who gives out the words uses a small Webster's dictionary and endeavors to use only easy and common words but it is surprising how many words the average individual will miss. Sides with a leader for each division are chosen for the ciphering match and two persons, one from each side, go up to the black-board at a time to match their skill at figures. Adding and multiplication are used in the contest.

Essays, composed and read aloud by the members, are also used in the programs. Elocutionary training is afforded by giving declamations, monologues and recitations. One Friday evening, all the members gave the old-time recitations they had used in their school days in childhood. This innovation was quite interesting and entertaining. When the secretary calls the membership roll, the members usually respond by reciting a quotation from some author.

The social side of the club work is not neglected. Occasionally, we have a party, picnic or a rabbit drive. As a rule, we do not need any money to carry on the work of the organization. But, once in a while we need a dollar or so to pay for oil for the lamps and for postage for the secretary. So, we give a box-lunch party to raise funds, as we have neither initiation fees nor monthly dues. Each lady brings a dainty lunch in a box. This box is sold to a gentleman wh takes the lady who prepared the lunch he buys as hi partner for the luncheon. The boxes sell for twenty five cents each and there is no difficulty in raising th desired amount of money. When the weather is plea sant, we hold a jolly picnic at some convenient ranch On such occasions everybody enjoys himself to th utmost and lusty appetites make quick work of th delicious picnic dinner. Sometimes, all the men go together and round up the rabbits that annoy th farmers so much with their depredations upon th field crops. The fields and woods are scoured by th hunters and many a bunnie's life is lost in the roun up, when clubs and guns do their deadly work. O the last drive we killed fifty cotton-tails and "jacks."

Last spring, we voted to discuss and act upon a matters of public interest and local improvements a the business portion of the club's meetings. It wa easier to get all the folks together at the societ meetings than it would be to call a special meeting t act upon each public project. A motion was made an carried to have a new school house built and equippe by the county school trustees. So, a committee wa appointed to wait upon the trustees and present th matter to them. At that time we were renting a farm house for school purposes. The location of this im provised school was inconvenient and its size was in adequate to the needs of a growing school populatio So, the plans for a new building were drawn and nov after several months work, a first-class building ha made its appearance in our midst. The structur cost $1040, is up-to-date in every particular and i undoubtedly a credit to the community. School i now being held in the new school building an school attendance is increasing every week or so.

Recently, the people of the neighborhood hav cleared and graded twenty miles of dirt road an much enthusiasm has been aroused in the good road movement. Of course, all the farmers are not inte ested in making and maintaining good public higl ways but enough of them are to counteract the apath of the others. We see the need of having goo roads and we mean to have them. If we can no obtain help from the county road board, we sha undertake the work ourselves.

For the past year, our rural church has not me with much success for various reasons. Recently several ladies have solicited funds from the farmer and purchased a little church organ. A local com mittee has been appointed by the society to look afte church affairs and this group of workers is makin a success out of the church. Services are held in th new school house every Sabbath afternoon at three On one Sunday, we have a Baptist clergyman, o another a Methodist and on others, a Presbyteria and a Christian. These preachers come out from ou little village to preach and conduct services. How ever, the Presbyterian divine is an itinerant one an the major portion of his salary comes from the mi sionary board. Our people are as generous as the can be in compensating these preachers by subscri

ons and basket collections. We aim to make these urch meetings as non-sectarian as we can, as we lieve that the spirit of Christianity and righteous- ss are more important than hide-bound dogmas d iron-clad creeds.

Our society has not "set the world on fire" but it s done quite a number of things that have uplifted e community. It seems to me that a literary society, nbodying social features, intellectual and cultural velopment and the transacting of plans and busi- ss pertaining to public improvements, is a very lpful medium in effecting the rural uplift. At ast, our folks have found the club work instrumental making rural life happier and broader and in taining and maintaining various public improve- ents. I believe that all the above remarks resolve emselves into one question: have you a thriving erary organization in your community? If not, es it not seem to you that you and your neighbors could have one? If you want to get one up, select a ive wire" leader, get all the people together some ening in the local school house and organize one. lect your officers and appoint your committees and e that they do their duties. Select a line of study at would be of interest to all who attend. It might well to have a varied program that would suit as any as possible. Our society meets on the first and ird Friday evenings of each month. Friday is a nvenient time, as all of the young people who at- nd school can be on hand as they will have no study- g to do that evening. Twice a month is better than ce a month for meetings as interest will be main- ined better. If you and your friends do not enjoy e advantages of a good literary club in your locality, would be a wise plan to organize one as soon as pos- ble.

HE KINDERGARTEN SECTION AT THE STATE TEACHERS' MEETING, INDIANAPOLIS, OCT. 27.

Mrs. Eliza A. Blaker, president of the Teachers' col- ge of Indianapolis, presided at the meeting of the indergarten section. Mrs. Blaker officiated in the bsence of Miss Elizabeth Brewster, of Indianapolis, ho was out of the city. The meeting resolved itself to a kindergartners' reunion, inasmuch as practi- lly all the women in attendance had, at one time r another, been associated with Mrs. Blaker in her ork here.

Miss Frances M. Kelsey, of Indianapolis, expressed er opinions in a paper entitled, "What Does the Kin- rgarten Contribute to the Final Efficiency of an ndividual?" Miss Kelsey based her views on the sychological phases of life as they are developed in e kindergarten and carried up through the elemen- ry grades, the high school and the university into fe work. Miss Kelsey said that a child's natural in- ination toward certain elements of learning are the irect guidepost to an efficient future, and that she as opposed to cramming a child's brain with what, y nature, it was not willing to accept as valuable it.

Miss Martha Criely, of Indianapolis, read a paper dealing with music in the kindergarten. Her subject was "Simplicity, the Keynote of Children's Songs." In her experience as a kindergarten teacher, she said she had found that children's musical inclinations ran toward songs of nature and the trades. She opposed present-day popular songs as bad examples of what to teach the children in music. Most of the popular songs, she said, might have a pleasant air but the words, for the most part, are meaningless conglomerations that carry no good message.

Illustrative of Miss Criley's idea, Mrs. Annetta Shaw Wysong sang a group of kindergarten songs that won the full appreciation of the audience.

Miss Josephine McDowell concluded the morning session with a paper entitled "The Compartive Essentials of the Four Kindergarten Programs," dealing directly with problems that confront kindergarten teachers in their work. She touched on the ideas of Frœbel and Madam Montessori, asserting that the latter's work dovetails quite successfully into the basic principles set forth by the founder of the kindergarten, Frœbel.

The election of officers resulted as follows: President, Frances M. Kelsey, Indianapolis; vice-president, Mildred Dickinson, Richmond; secretary, Helen Sumerlin, Evansville. The executive committee will be composed of Martha Criley, Indianapolis, chairman; Mary Sappington, Union City, and Harriet Fuller, Terre Haute.

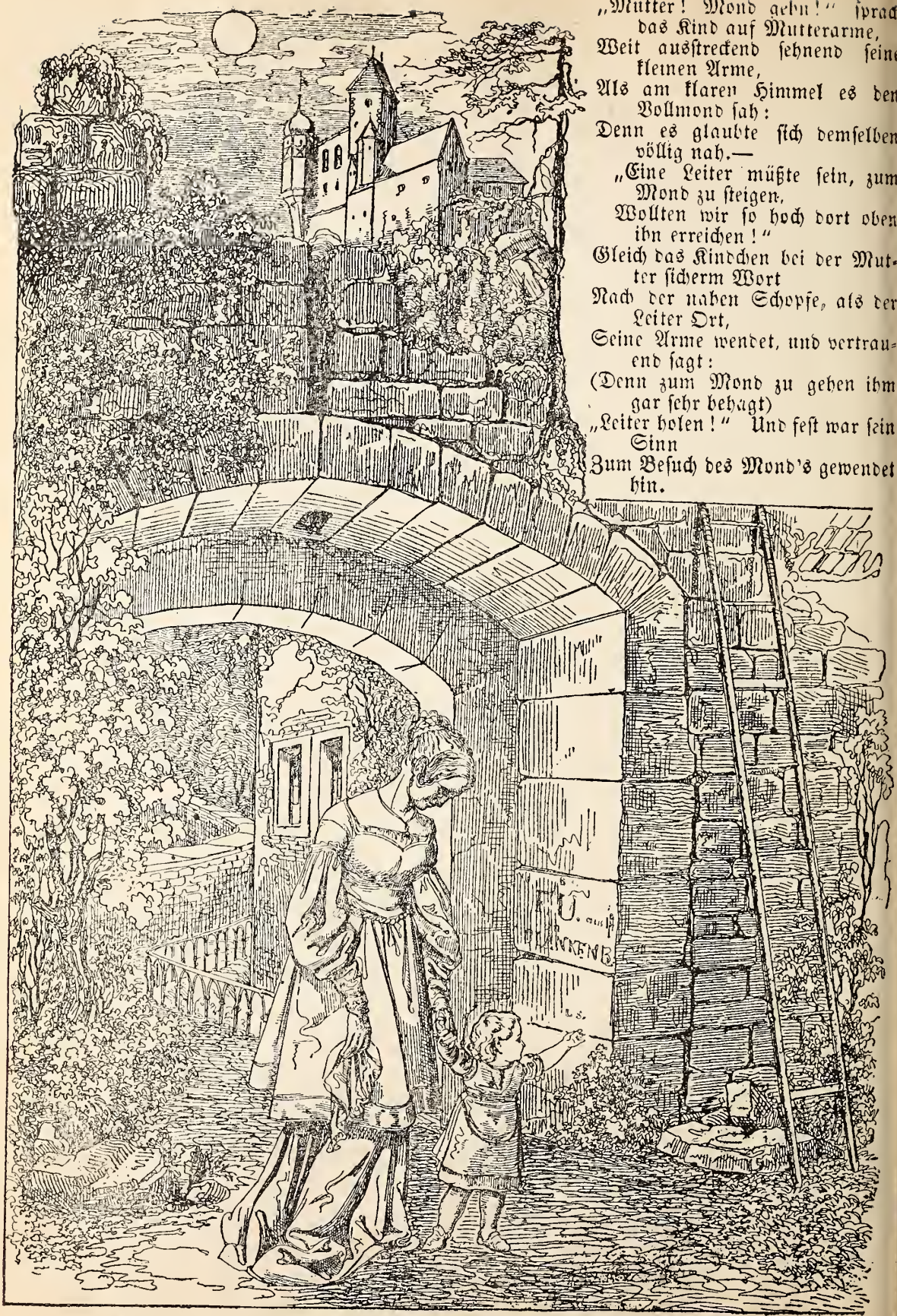
In the afternoon the kindergartners were the guests of the Teachers' college in celebration of Founders' day.

"Dollars and Sense in Education" was discussed by Professor William D. Henderson, junior professor of physics and director of the University of Michigan extension courses, at a public lecture in the auditorium of the Detroit Museum of Art No. 1. A kindergarten with a paid play-leader in attendance was in session during the lecture, that mothers with little children might attend.

Miss Gertrude Odien, contralto, accompanied by Miss Esther Sincock appeared in two numbers, "A Night in the Valley," by Thomas, and "Thou'rt Like Unto a Flower," by Rubenstein.

The kindergarten program at the Vermont State Teacher's meeting included the following:—"Plays and Games in the Primary Grades," Superintendent Florence M. Wellman, Brattleboro; "The Modern Kindergarten and Its Relations to the Grades," Miss Lillian Poor, Boston; "Story Telling," Miss Ruth Farr, Proctor. —Dr. Thomas A. Green.

Mabel A. Robertson presided at the kindergarten section of the Bristol County association, October 30. Lucy Maxwell of the Perry Kindergarten Training School, Brookline, gave the principal address.



„Mutter! Mond gehn!“ sprach
das Kind auf Mutterarme,
Weit ausstreckend sehnend seine
kleinen Arme,
Als am klaren Himmel es den
Vollmond sah:
Denn es glaubte sich demselben
völlig nah.—
„Eine Leiter müßte sein, zum
Mond zu steigen,
Wollten wir so hoch dort oben
ihn erreichen!“
Gleich das Kindchen bei der Mut-
ter sicherm Wort
Nach der nahen Schopfe, als der
Leiter Ort,
Seine Arme wendet, und vertrau-
end sagt:
(Denn zum Mond zu gehen ihm
gar sehr behagt)
„Leiter holen!“ Und fest war sein
Sinn
Zum Besuch des Mond's gewendet
hin.

MOTHER PLAY PICTURE---“THH LITTLE BOY AND THE MOON”

MOTHER PLAY

THE CHILD AND THE MOON

(Translated from the German of Friedrich Frœbel.)

By Bertha Johnston

"Come, baby, see the pretty sight,
The moon in the heavens, sailing so high;
My baby call to you, moon so bright,
Please quickly come down, from out of the sky."
"Oh, gladly, gladly would I come,
But live too far, too far away,
And from my ordered, circling path,
I may not ever stray.
I may not come to you, and so,
To gladden you, dear child,
I send my shining beams below,
My silvery rays so mild.
I thus can send my love, my dear,
Tho I myself, may not come near.
Be good, dear child, be good and true,
From time to time I'll look for you,
And in each month, some pleasant night,
Will smile on you with friendly light.
And so, tho distant, we can meet,
And often, thus, each other greet:"
"Good-bye, so far, so far above!
My Moon, with love, doth answer love."—

About this Mother Play and picture it is necessary to say but little. What mother or nurse does not know the strong attraction the sight of the moon has for children, so much so as to often even make them oblivious of pain. This expresses the attraction of our spirits in mature life, to the visions of the spiritual Light, an attraction which makes those who dwell therein, forgetful of all earthly ills.

This little song, O thoughtful nurturer of childhood, is just a little contribution to help you early to notice and early to foster, according to his needs, this truly significant attraction of the moon for your child.

THE LITTLE TWO-YEAR-OLD MAIDEN AND THE STARS

(Translated from the German of Friedrich Frœbel.)

By Bertha Johnston

Motto for the Mother (prose rendering.)

To whatever surrounds the child,
He loves to attribute human relationships;
Whatever fills his heart emotionally,
That, is a picture of life to him.
Parents, do not disturb this tendency of your child's mind,
If, in the future, he is to heed your loving admonitions.
For only through it will his activities become significant to him;
Through this alone children are fitted for life,
When they are purely and devoutly penetrated by the feeling,
That, what they see throughout the universe, striving in silent energy,
What they see, in all, working quietly, faithfully,
Are the throes of one loving, creative Spirit,
They will then look upon life, in devout unity therewith,
Fervent love should it reflect back to them.

SONG FOR THE CHILD

One fair, lovely evening, the baby so sweet,
Sees two great stars shining as if him to greet.
"Oh, Father-star, Mother-star!" cries she in glee,
And Mother thus answers her babykin wee:
Now shall I tell you, darling, why,
The double-stars shine in the sky.
Towards each other they seem to reach,
As if love drew them, each to each;
Peaceful, happy, noiseless, slow,
You can see them onward go.—
But look and see how all about,
The crowd of little stars come out,—
The children of the double-star,
Their gentle beams are fainter far,
Yet their pale rays shine pure and bright,
To give the darksome night some light,
With shining beams so soft and clear,
They imitate their parents dear.
As shining on their way they go,
So, smiling, should we here below,
Thus form the stars so mild,
A model for my child.

The circumstances which gave rise to this picture and song are much the same as with the preceding one. (The Little Boy and the Moon, which appeared in another volume of The Kindergarten-Primary Magazine) only here it concerns a little girl and two stars. The occasion was the shining in the evening and nocturnal sky, of two planets, simultaneously and close together. Who is not acquainted with the instinctive tendency, yes, the need of children, of seeing human relationships in all things. But to those noticing this childish utterance, it was in the highest degree remarkable, as no one could explain how the child could have come by this comparison and association of ideas.

This much is certain, that it strengthens the child's mind and soul to nurture this impulse as long and as deliberately as possible, in order to invigorate and to develop in him the feeling expressed in the Motto:

"It is one Spirit which lives and works for all."

A kindergarten is to be opened in connection with the St. Mary's parochial school, Franklin Falls, N. H.

The Lucy Wheelock Kindergarten Alumnæ Association met for the first time this year at the Wheelock Training School, Riverway, Boston, November 6th.

MERRY CHRISTMAS

By Olive Wills

What shall we make for Christmas?

Where can we find something new and something interesting for the child to make? Have we worked the holly, candles, and Santa Claus beyond all repetition? To the teacher most likely the answer is, yes—but do not forget it is ever new to the child in this grade and always interesting, too. Here are a few suggestions with the hope of having some touch of newness.

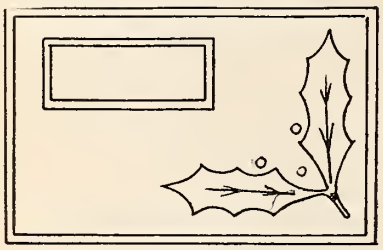


Fig. I

The Calendar, Fig.I. If you have had some cuttings this fall, of leaves and flowers it will not be too difficult for the kindergartner to cut from a folded two inch piece of red paper, a holly leaf, open and you have two leaves. Cut a tiny circle for a berry, perhaps three of them and arrange between the two leaves. Considerable care must be given to the placing and arrangement of these leaves, as well as to the placing of the calendar pad, not too close to the corners nor yet too much in the center of the card. This card is of heavy dark green paper, 3½x5½ ins. The outlines are in red crayon. This may be too difficult for the child so the teacher may help in the ruling.

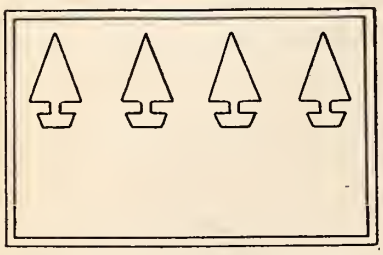


Fig. II

A blotter, Fig. II, of the same size and same kind of paper has a row of Christmas trees cut of red paper and pasted as a border, a dark red blotter tied in with dark red raffia.

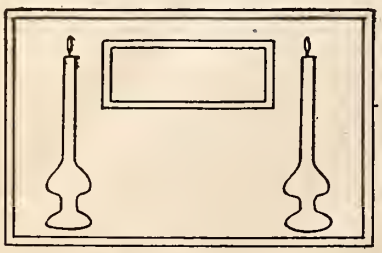


Fig. III

Fig. III, a match scratcher of the dark green paper, candles of red on either made of the oblong of sand paper.

A picture frame is always pretty, particularly if the teacher adds to it one of the half penny pictures of some loved Madonna.

Fold a square of paper on the diagonals then bring the corners to the center, again fold the corners back to touch the outer edge, put a drop of paste on the inside of first fold and slip picture in place. Decorate the turned back corners with holly. Of course, there are endless cornucopias and boxes and baskets always beautiful for Christmas candies.

Then toys, how would you like to make a play horse.

The teacher will have to outline a horse's head on a folded paper, the children can color this as they like and cut it out. Of course, color both pieces alike for the two sides of the head.

Cover a long, flat stick with raffia or yarn. Place one end between the two heads and fasten then the whole just below the ears with a round headed brass paper fastener. Braid raffia or yarn for the harness

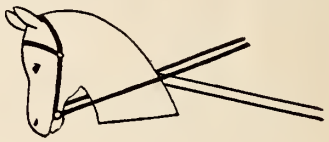


Fig. IV

and lines and fasten this round the ears and thru the mouth as shown in Fig. IV.

Now let us make a box of A B C blocks. Use as heavy paper as the child can easily handle and fold. We will need six pieces. 6 inch square is a good size.

It would be well to have two pieces a trifle larger than the others and even one of these a bit larger than the others.

The largest piece is for the box cover, the other for the box. The four smallest squares for the blocks. Fold all of them into 16 squares. Always make your folding as interesting as possible. The first fold is a book, a few children may read a short story from their book. The next fold makes a window, four square panes of glass. Hold them up and see pictures thru our windows. The children love these imaginary pictures and stories.



Fig. V

Talk about square, various lines, corners, etc., fold each side to the middle and with every fold count

the squares. Now we have Fig. V. Cut on the heavy lines and fold on the light ones. Before pasting the box cover, paint the four central squares with different colors, put the crayon on with a smooth, even surface. Then with black crayon print a large letter on each square. On each side cut out a small curved piece so the cover may be more easily removed. Fold the box in the same way. For the four blocks, fold the same, then cut off one row of squares. Cut, color,



FIG. VI

and letter these pieces as shown in Fig. VI. Then paste so the letters will be on all sides. You will find you have had some excellent lessons and that the little children are delighted with their Christmas gift.

DIVIDE-UP TIME

By Claudia May Ferrin

Mr. Red Squirrel blinked a question at Mr. Boy. The lad knew what must be disturbing his neighbor in the tree and drew away a short distance. Bunny held a huge hickory-nut in his mouth, bound for the knot-hole among the upper branches. Mr. Boy had known of the fellow's homestead, since first he could toddle about in the woods. His father had taken care to tell him the story.

"Be sure you put away enough, Mr. Squirrel!"

The neighbor frisked and barked saucily, as if not at all fearful of the winter to come.

"Never mind! I intend to save several bushels. If yours are used before spring I shall divide with you."

The two visited in this manner every day during nutting time. Mr. Red Squirrel ceased to be so timid, after a while. But Mr. Boy did not think it wise that he become too tame, as hunters might chance that way at any time. Mr. Red Squirrel knew his friend from every other that came to the woods, however. He hied to his knot-hole whenever a strange voice was to be heard.

By and by the frost turned to snow and the north winds brought their chill over the homes of Mr. Boy and of Mr. Red Squirrel. Mr. Boy became busy with school and skates and sled; Mr. Red Squirrel had nothing but his nuts to employ him. When the sun shone, the creature would venture out upon a near-by limb. Seldom did it seem that he should dare descend, as snow was everywhere.

The winter proved a long one. More than three months of bitter cold, with the store of nuts growing less and less, caused Mr. Red Squirrel to gaze with concern toward the nearest corn-field. It was to be hoped a few grains still were scattered about, shattered by the men when gathering. One sunny day he made bold to go down.

Mr. Boy saw him, and remembered the promise of nutting time. At once he went to the store-room, and filled a pail with the kind that were easy to crack. Wrapped in his muffler and overcoat he hurried toward his neighbor's tree. Mr. Red Squirrel was glad indeed to hear his voice once more.

"Come! Come," coaxed Mr. Boy. "Have one to eat right away. Come, now—don't be so timid!"

But Mr. Red Squirrel could not learn so suddenly to take the dainties from his friend's hand, even with a hunger so keen. He snatched the one that was thrown gently toward him, and darted up the tree. Mr. Boy laid down a half-dozen, and drew aside to watch.

Mr. Red Squirrel did not stop to gnaw at the one he had picked up. He put it in storage, and hurried back. He kept at his task till all were gathered, just as in autumn. Mr. Boy then emptied his pail, and stood guard until every one had been carried to the tree-top.

"We are friends, just the same, if you *won't* let me smoothe your fur. By-by! I shall not forget you. We shall play nutting time quite often.

Nothing is more significant in American life than the changing ideas and ideals of education. The people of America believe in the potency of acquired knowledge and skill. They are ready and willing to make frequent changes in the educational program if such changes promise to make it easier to live efficiently and completely. Faith in education by our people is as old as the first colony planted on our shores. Under the wholesome environment of freedom that faith has been nourished and has grown to be a most vital factor in the life of the nation. The expenditures for education, freely made from public taxes and private wealth, are large, almost beyond belief.—Robert J. Aley, Maine.

MOTHERS' CLUB AT PEORIA

October 27th the students of the Columbia school kindergarten took their mothers to school with them and entertained them with numerous feature stunts that had been especially arranged for the occasion.

After the children completed their program, the mothers gathered for the regular session of the Columbia School Kindergarten Mothers' club, transacted business and elected officers for the ensuing year. Mrs. Ethel Hill was elected president; Mrs. John Harper, vice-president; Mrs. Charles FitzHenry, secretary and treasurer.

Miss Eva L. McConkey addressed the Worcester, (Mass.) County Teachers' Association Nov. 5, on Construction and Hand Work in Kindergarten and Primary Schools.

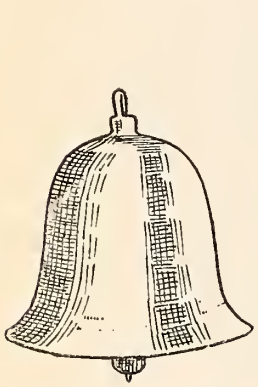
SUGGESTIONS FOR CLAY MODELING

Carrie L. Wagner

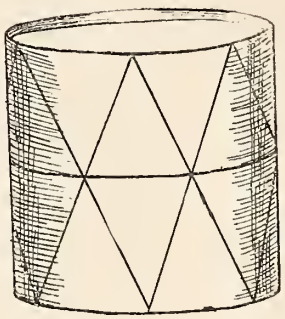
The most joyous of all months is December, and there are so many ways to picture the interesting topics, but most of all the children enjoy clay modeling, and they will be delighted with the result of their work, when the clay is shaped into different toys which they want for Christmas. The wagon bed is easily made. The wheels are molded and a one inch stick stuck through each one, and then stuck into the wagon bed. When dry, the wheels will turn. The tongue is a three or four inch stick according to length of the wagon.

The bell may have a bead tied to a string, for a clapper, with the string fastened to a one inch stick and stuck through the top of the bell. The tire is made by rolling a ball of clay, then patting down thin and cut into shape. Stick a slat through while the clay is damp, and when dry, paint green. This may be stuck into a large spool, and called a Christmas tree. The rattler has a ring fastened at one end, and where painted, is quite realistic. The drum is shaped and allowed to dry; then marked with paint.

The children may attempt the camels and the three wise men, the shepherds and the sheep and other difficult objects, for they never tire of the clay.

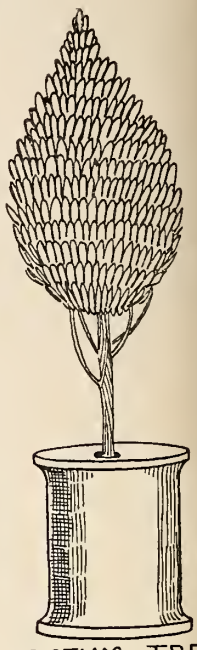


CHRISTMAS BELL

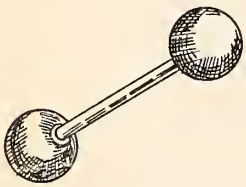


DRUM & STICKS

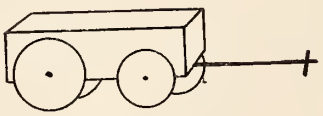




CHRISTMAS TREE STUCK IN SPOOL



RATTLER



EXPRESS WAGON

Believing that fathers and mothers who have gained experience through parenthood would welcome suggestions as to methods for the fullest development of the physical, mental and spiritual life of children, the Bureau of Education has prepared a list of books for reading and study, which will be sent upon application to the Home Education Division of the Bureau of Education, Washington, D. C. This list is made up of books which have proved valuable to many parents. Many books helpful to parents in the care and education of their children are not included in it. Some of those not included may be much better than those that are included. However, the list is typical and these books cannot fail to be very helpful.

The free kndergarten and sewing classes for girls under 12 years of age, opened at the People's Institute, Springfield, Mass., November 6.

DO NOT LIMIT OPPORTUNITIES

If we are true to the traditions and hopes of a free people, we must oppose with all the power we can command all forms of education that tend to limit the opportunity of the individual or that would fix our people in classes. In a government like ours, the various phases of education, elementary, secondary and higher, are but parts of one scheme. Secondary education is a continuation and extension of elementary education. It is already recognized as a necessary part of public education. Higher education is more education, extensive in some fields and intensive in others.—Robt. J. Aley, Maine.

NORA ARCHIBALD SMITH'S ADDRESS

We find in the Bedford (Me.) Journal, the following reference to Miss Smith's address before the Federation of Women's Clubs of Maine:

"Many of the teachers of the public schools came in to hear her and whatever she had time to give made all eager for more. Every sentence was fraught with meaning to the young teacher and the mother of children. From years of experience, Miss Smith spoke and it was all intensely interesting. In closing she said she would come back next year and finish and many expressed the desire that she might do so."



"A SONG WITHOUT WORDS"

STORY OF A PICTURE—III

("Song Without Words"—A Lins.)

By Mary E. Cotting

The new picture, more complex in composition than those already considered, may be used as a test in deciding whether, or not, the children are ready for something a little more difficult. Here as in the first used picture, there is the suggestion of family life and the sentiment expressed by one unit for another; also of labor as related to the upkeep of the home.

The new thought presented is of companionship and sharing with those not of one's immediate family. This sentiment is one that it is wise to help the children to recognize and begin to cultivate early in order to avoid the formation of habits of exclusive, selfish living.

Attention is attracted by saying,—Well, well! Aren't these children having a happy time? What do you suppose they're playing? O, you think it's "Snap-the-whip" because one child has fallen down? Does someone always fall in that game? That doesn't seem like a kind game. These children look as if they would not play such a rough game. You'll notice the little boy must have fallen because of some fault of his own as he is making haste to get up so as not to lose any of the fun. No, I don't think they're playing "Snap-the-whip;" you must guess again. "Running away?" No. "Chasing the geese?" Do the geese seem afraid? It looks as if they might be pets and were enjoying the fun, too. Jack thinks it's the game where you play "march up the hill and then march down again." Shouldn't wonder if Jack had guessed right. Which way do you suppose they are marching now? Where are the children playing? "In the street." Does it look like one in the city? No; it's a road way off in a country town. Should you think it was in America? No; it's in a land across the sea, but children love to play over there just in the same way you do. When these children have gone as far as they wish, what will they do then? March back to be sure. If they're tired of this game by that time, what can they play? I think they'll sit down and play house. You see Biggest Sister has her doll to attend to. Guess what that doll is made of? It's just a bunch of straw twisted up and covered with a cloth. She loves it better than she does her best doll. That best doll is one grandfather made out of a piece of kindling wood. Grandmother made a dress and bonnet for it. Do you see Grandfather sitting on a log just behind biggest sister? What is she doing? Yes, he's holding Baby-dear and telling her that pretty soon she'll be old enough to play that game. What do you suppose they'll do when the children go off to play something else? You may be thinking about it; by and by we will talk about it. A second exercise will bring out individual expression making a review of the first with added thought developed as follows:—

No doubt Grandfather and Baby-dear might do some of the things of which you have been telling. Perhaps, also, they might go to watch the pigeons in the barn near which you can see them playing. Baby loves to watch them; she tries to "coo-coo" as they do. Sometimes they light on Grandfather's arm and eat out of Baby's hand. She likes the pigeons better than she does the hens and geese. She's just a little afraid of their queer talk-noises. They wouldn't hurt her though, would they?

Now look way down at the back of the picture; can you see anything? "A cart with some people in it; two cows are drawing it." Those animals look like cows, but they're oxen. Great, strong, animals that can draw very heavy loads. They do not give us milk as cows do, they are to help us do our work as horses and donkeys do.

The man who is wearing a cap is Baby's father. He has been away to sell a load of hay. As soon as the children spy him they'll hurry to climb into the cart so as to have a ride to the barn. Grandfather will put Baby in the cart, too, and walk beside it to keep watch over her. You know Mother "trusted her to his care," and he means to keep his promise "to take the best of care of her."

All the children will watch Father take the oxen from the cart, and put them in their proper places in the barn after he has hung their wooden yoke on the pegs where it is kept.

Then everyone will go off home to tell Mother all about their good times. They love to share their fun with Mother by telling her all that's happened.

The artist must have known and loved well such a scene to so have made its charm his own that he has been able to make us, too, see it all and feel the gentle care of grandfather for the baby-dear, the creak of the great cart-wheels, the thud-thud of the clumsy animal feet and to be able to almost participate in the perfect abandon of childhood's joyous play.

What true understanding of the various periods of human life, tender friendliness and sympathy for and with it all the artist has shown!

There were 55 children who took part in the exhibition of the primary and kindergarten departments at Kittery, N. H. The children did their work well and the exhibition was declared a success.



Susan Pressner Pollock, writing from Gotha, Germany, quotes the following letter, from an attache of the Bureau of Education, Washington, D. C.: "I want to tell you how much we enjoy the Kindergarten-Primary Magazine. It is a very fine magazine.—N. L."



December comes, hang up the holly,
Bunnies everywhere are jolly,
They're very good you know because,
'Tis almost time for Santa Claus!
Hang high the mistletoe for fun,
December days are thirty-one.
Bunny Cotton-Tail will call
"Merry Christmas, one and all".



STUDY OF A PICTURE—IV

("Festival of Saint Nicholas"—Jan Steen.)

By Mary E. Cotting.

When a good beginning has been made upon both thought of and work for Christmas, place the new picture on a line with the eyes of the children when they are sitting.

The small people will be certain to ask questions which may be answered by saying;—We are going to find out about this picture some day very soon.

Notice carefully if the complicated composition creates confusion in the childrens' minds, or if they single out and name the various persons; also notice whether any thought connecting the action of the picture with that of the coming holiday is aroused.

At the end of a week when curiosity is thoroughly piqued ask,—Would you like me to repeat a rhyme—story to you?

The affirmative answer may be followed by repeating. Clement C. Moore's "A Visit From St. Nicholas," At the conclusion undoubtedly connection between the thought exprssed in the story and picture will be made. If so, encourage the children to express themselves most freely.

If no connection is made, ask,—Does anyone see in this room a picture that looks as if something were happening in it that is in any way like anything you've just been hearing about? Whatever thought is brought out by this question may be followed by asking,—Should you think it was the night before, or the morning of Christmas day in the picture? Why do you think so? Is all of the family here? Does the room look like those in our homes? By question after question draw attention to various members of the family and the gifts received by them. Compare these gifts with those likely to be received by the children who are studying the picture; also the personal appearance of the "picture people" and our own. Explain somewhat about the country and customs of the "picture people." Speak of their custom of placing gifts in the children's wooden shoes as well as in their stockings. Call attention to the big boy who doesn't look satisfied. Help the children discover the reason by directing attention to his gift which he seems disinclined to accept. Afterwards explain:—You know this big boy is a great tease as many such boys are likely to be. He doesn't mean to be unkind; he just doesn't think and sometimes he makes the smaller children cry. Mother doesn't like that, so, as other mothers often do, she had a bundle of switches put into his shoe. When he saw what his gift was he felt badly, for he realized how unhappy he had made his mother. He's making up his mind now to be the right kind of a boy in future, and will hang the bundle of switches in his room as a reminder of his resolve. After a while his grandmother will bring out a pair of new stockings that she has knit for him and you can guess how pleased he will be to find that each stocking is filled with many of the things he had hoped he might receive.

There's going to be a regularly jolly party in this house after dark night comes and the stars have twinkled out in the sky. All this family will sit around a great table and enjoy the good-smelling roast goose, pudding, cakes and O, dear me! I could never tell you about all the delicious things there will be to eat.

The children will be so sleepy before the feast is ended somebody will be obliged to carry them off to bed. I rather think they'll have wonderful dreams, don't you?

The study of the picture should make impression of a family happily united in celebrating and exercising the spirit of good will and joy that should prevail at this season.

Though the picture is composed of many units, its simplicity of sentiment and clearly expressed action make of it as of many of this artist's pictures, something attractive that may be advantageously used with children who are entering upon, or have not long enjoyed school life.

It is a picture especially adapted for use with children whose religious faith does not embrace belief in the birth at Bethlehem. The stories told in connection with it may be of a nature wholly un-religious or secular and the song for the season be that of Miss Poulsson's little "Santa Claus."

"Children in the beginning are neither good nor bad, wicked nor righteous, truthful nor untruthful. They are just little bundles of impulses, and if some one impulse goes out in the direction we happen to consider right, they are little cherubs, but if it goes out in the direction we call wrong, they are little imps."—Franklyn B. Dyer, Boston.

LITTLE PIECES FOR LITTLE PEOPLE

CHRISTMAS STOCKINGS.

MYRTLE BARBER CARPENTER.

(A dialogue for ten children, each one carrying a stocking, as their verse indicates.)

This is Grandpa's stocking, knit by Grandma true
Since she has grown older, she's not much to do,
So she sits and knits and knits nearly every day,
Though this is old fashioned, it's all wool they say.
Grandpa 'd like some spectacles so he might better see
And if he had a reading glass he would delighted be.

Grandma wants a Bible with print that's big and clear,
And then a new ear trumpet, so better she might hear,
She'd like some peppermints to eat, a cushion for her chair,
Oh anything that you might give, she'd take and never care.

I am Father's stocking, good sized, substantial, too
A pair of slippers is what he'd like and handkerchiefs quite new,
A scientific book or two which he has never read,
And a new thermos bottle are things he'd like, he said.

This is Mother's stocking all thin from being worn
For she is always busy from early in the morn
She'd like a coat and set of furs some gloves and overshoes
Some magazines and aprons, she never would refuse.

This is big brother's stocking, gray colored as you can see,
For he's a young man that is stylish, or at least he tries to be.
He'd like a pair of driving gloves, a dozen of ties and hose
And I think he would like a moustache cup, or that's what I'd suppose.

Big Sister's stocking of finest silk and thin as a cob-web sheer,
Should be well filled with a dozen things, to a maiden's heart so dear.
Boxes of Bon bons, a diamond ring, a fancy apron or two,
Some silver spoons and a luncheon cloth and a book or two will do.

This is Bobbie's stocking well darned at heel and toe
For fear that he might loose the gifts from Santa Claus we know,
He'd like a base ball and a bat, a punching bag and gun,
He'd like a hunting knife and dog, all things that stand for fun.

This maid would like some roller skates, and a bracelet for her arm,
A necklace made of big gold beads would have an added charm,
Some ribbons and some story books, a sewing box so neat
And pounds and pounds of candy, all this would be a treat.

This is a little girl's stocking who would like a Teddy bear
And ever so many dolls you see, how many she does not care
She'd like some dishes, a rocking chair, a drawing slate would please
And there are maybe a thousand things, for which you've heard her tease.

"MY MOTHER'S A QUEEN!"

CLAUDIA MAY FERRIN.

The boy had built a palace wide,
And towering high with many a dome;
His chubby hands had set the trees
To mark the storied landscape home.

His blocks of color, such a treat,
As hour by hour he planned anew
The nooks, the parks, the pleasant drives,
For men of state to wander through.

And then, at last, to build an arch,
He chose the purple from his store;
He framed again the royal house
To make it seem as tales of yore.

And out the palace door there came
A group in state with welcome cheer,
The queen with every honor stood
To laud the nation's new-made seer.

A hand fell on the youngster's head,
A kiss was planted on his cheek;
His mother bent above the arch
To see the hero,—ah, so meek!

The child snatched up a ribbon bright—
The purple scarf the queen had worn;
He threw it 'round his mother's neck—
His best must needs his queen adorn.

THE CHRISTMAS TREE.

MYRTLE BARBER CARPENTER.

Denison, Iowa.

The very best tree in all of the world
Isn't maple or walnut or beach
But is loaded down with the loveliest things
That a little child can reach.

There are shining lights on it's boughs so long
There are tinsel wreaths you can see,
Why the loveliest tree in all of the world
Is the good old Christmas tree.

JESSIE'S CHRISTMAS PRESENTS

"Oh! I am so glad, I've a shilling to spend,"
Said Jessie one cold winter day;
"And to-morrow it's Christmas, the shops are so grand,
And every one's happy and gay."

"I'd like to buy father a grand walking stick,
And for mother some gloves lined with fur,
And as for dear baby, I think a nice ball
Would be the best present for her."

But Jessie was only a wee little girl,
And a shilling meant riches to her;
She had no idea of what it would buy
When she thought about gloves lined with fur.

She was dressed like Red Riding Hood, in a warm cloak,
With a hood and a soft wooly muff,
She was cosy and warm, though the snow-flakes fell fast,
And the biting North wind was so rough.

But just at that moment, she saw a sad sight.
A little girl, just her own size,
Stood, holding out matches, which no one would buy,
While the tears gathered thick in her eyes.

And as Jessie looked at her thin tattered clothes,
And her poor little arms bare and red,
She forgot all the gifts she intended to buy,—
"I'll give her my shilling," she said.

When no one was looking, she took out the coin,
Dropped it into the thin pleading hands, and
Then for fear she should alter her mind, walked on
Without even once looking behind.

That night, when she sat on her dear father's knees
And talked about glad Christmas Day,
"I can't give you a present, dear daddy," she said,
"For I've given my money away."

When she told him about the poor sad little girl,
Her father said, "Mother and I
Would rather our darling was loving and kind
Than have all the gifts money could buy."

MY TOYS.

S. M. T.

These toys that I have were given to me
My dear Santa Claus on my last Christmas tree
He knew what I wanted so don't think it shocking
For I left him a note on the toe of my stocking.

I am sure that all children would get everything.
They wanted to have Mr. Santa Claus bring
If they'd write him a note and then take the bother
Of having it posted by mother or father.

WRITING TO SANTA.

Anna Brownwell, Dunaway, Kearney, Neb.

I'm writing a letter to Santa,
But I'll not ask for very much,
For papa says Santa is poorer
This year than the very Dutch,
And he says that he thinks its likely
Old Santa will run into debt,
If he tries to bring all the children
The things they would like to get.
So I'll just ask for a baby dolly,
And a dear little fur and muff,
And dishes, a locket and bracelet
And a case with a powder puff.
And I want a big toy piano
And a doll bed and manicure set,
Now if every one else asks as little,
Dear Santa won't run into debt.

AN INTERVIEW WITH SANTA CLAUS.

By Rebecca Strutton.

Arrange stage to represent a nursery, covering walls with sheets and crepe holly paper, or similar childish effects. Several small beds filled with children. May becomes restless, stretches, yawns, raises to elbow, looks about and finally discovering Santa Claus, addresses him as follows:

Isn't your name Mr. Santa Claus?
Just call me little May.
Now sit down and please don't hurry
'Cause there's things I've got to say.

You see these stockings hanging,
Well, they're not all for me
But they do belong to children
Whom you have come to see.

The boy around the corner
You know his name is Ted,
Says if we only had some snow here
He sure would want a sled.

And pretty Mary Brownlee
And her little sister Kate
Think with just a pair between them,
They both could learn to skate.

Brother Walter wants a ladder,
But I'm 'fraid he'd get a fall—
Says he wants it just like Jacob's
With the angels on—and all.

I'm sure dear Mr. Santa Claus
Our Xmas will be sweet,
I'll shut my eyes up tight like this
And promise not to peep.

I'm off to slumber land now
To sleep till broad daylight—
Goodnight! dear Mr. Santa Claus,
Goodnight! Goodnight! Goodnight!

FOR DRAMATIZATION

HOW THE STARS CAME OUT

By Bertha Johnston.

No star did I see while shone the bright sun;
It went down; then I saw one.

One little star, shining in the blue;
Another one joined it; that made two.

Two shining stars, wink at you and me;
Another hurries into view; that makes three.

Three bright stars, glance around for more;
Here peeps out another one; that makes four.

Four twinkling stars, dance as tho alive;
Then out pops another one; that makes five.

Five sparkling stars—such winking, blinking tricks;
Another one comes gleaming out; that makes six.

Six dancing stars, in the distant heaven;
Smiling comes another one; that makes seven.

Seven smiling stars, wink at such a rate,
Till another one comes out; that makes eight.

Eight glittering stars, how they beam and shine!
There, I see another one; that makes nine.

Nine glorious stars, smile on us and then,
Another comes to greet them; that makes ten.

Ten merry stars, hide behind a cloud;
When they venture out again, they find they're in a crowd.

For ten twinkling stars,
By thousands multiply,
You'll find you've spangled o'er with lights,
The distant winter sky.

Directions for dramatization—Cut out small gold or silver stars, and attach one to each of the children. Choose ten of these to represent special stars as suggested in the verses. Let the teacher rcite the lines, and as each new number is mentioned a child steps forward till ten are in a row. At the words "hid behind a cloud" they may each turn their backs so as to conceal the stars they are wearing, or they may be hidden by a white curtain to represent a cloud. Meanwhile all the other children step forward so that when the ten stars reappear they find themselves joined by a large number of their fellows. The children may dance or skip into their places or otherwise try to express the twinkling and sparkling and smiling of the stars.

What do they do in Babyland?
Dream and wake and play,
Laugh and crow,
Shout and grow;
Jolly times have they.

CHRISTMAS CANDLES

By Laura Rountree Smith.

(book rights reserved)

(The children wear night-dresses and carry candles with shades, bearing the letters, to spell the words "Santa Claus.")

All. Bring the pretty candles bright,
Bring them on Christmas Eve,
Light them all, for Santa Claus
Will come we do believe.

1st. See the candles large and small,
We will try to count them all.

2nd. And who can tell to you or me,
Which one will deck the Christmas tree?

3rd. North wind, North wind, are you about?
Please do not blow my candle out!

4th. To shed a little ray of light,
My candle now is shining bright.

5th. All the candles in a row,
Wait for Santa Claus you know.

6th. Christmas candles with their light,
Shine like little stars at night.

7th. Little candles we will see,
Lighted on a Christmas tree.

8th. All I have to do 'tis said,
Is to light one little girl to bed!

9th. Upon the window-sill so bright,
I shine for travelers through the night.

10th. So light the candles with good cheer,
For Merry Christmas time is here.

(A very little child now comes, and blows out the candles.)

All. Puff, puff, puff, the wind's about,
He'll blow the Christmas candles out,
So nods each little sleepy-head,
Soon Santa'll find us all in bed.

Santa Claus, by gestures, follows out the spirit of May's lines, during her recitation of them, answering as follows:

Goodnight! now go to sleep, May,
While I proceed to work—
On the job of filling stockings
You'll find Santa Claus no shirk.

Santa Claus next distributes the stockings, which should be made of bright-colored material and filled with candy.

"Help one another," the snowflakes said,
As they cuddled down in their fleecy bed.
"One of us here would not be felt,
One of us here would quickly melt,
But I'll help you and you'll help me,
And then what a splendid drift there'll be."



SUGGESTIONS FOR A KINDERGARTEN CHRISTMAS TREE

This Christmas tree was arranged by Miss Luella A. Palmer, a number of years ago when she was a kindergarten teacher in New York. Miss Palmer is now assistant director or Supervisor of the New York Public School kindergartens.

FRATERNALISM IS STRONG AMONG KINDERGARTNERS

The beautiful fraternal spirit among kindergarten teachers all over the world, resulting from a real love of children, was described by Miss Avis McHenry of Milwaukee in her address before the Wisconsin Teachers' association recently. Miss McHenry spoke on the impressions she received at the convention of kindergartners at the San Francisco fair. Not only were delegates present, but thirty-six letters were received from foreign countries where the work of training children of tender years is not forgotten although the nations are in the throes of war. "All through these letters one could feel a true sprit of internationalism," she said. "It was a beautiful thing and each letter was so genuine in spirit. Every single one said in some form or other, "I wish you could see my little children—they are the loveliest in the world." Right here lies the secret. They are the loveliest the world over, and when this is realized, as it seemed to be at the convention, by an international union of workers, great things are accomplished and ideals are never lost."

Better that they had ne'er been born who read to doubt, or read to scorn.—Walter Scott.

"It would be a great misfortune to elementary education in this country to have the Montessori method supercede the kindergarten," declared State Superintendent C. Y. Cary, before the kindergarten section of the Wisconsin Teachers' association. The kindergarten is vastly superior from the American educational point of view. Nevertheless, the kindergarten teacher who turns her back upon the Montessori method without examination and careful study is failing in her duty. With respect to the kindergarten it may be said that it has always been in the limelight of public discussion. There has been a tendency for the kindergarten to take on a dogmatic attitude of mind. But within the last few years this dogmatic spirit has been shocked and shattered by criticism from without and within the kindergarten ranks. The result has been a severe shaking up of dry bones of formalism within the kindergarten."

MIAMA, FLA.

An enthusiastic and interested coterie of women met in the kindergarten rooms of the Central grammar school to take up the study for the year. Mrs. K. C. Havens acted as leader and for the day, the members studied the difference in the Montessori and the Froebel method. The Montessori conference at San Francisco was discussed.

HINTS AND SUGGESTIONS FOR KINDERGARTNERS AND PRIMARY TEACHERS

By BERTHA JOHNSTON

"Why did not somebody teach me the constellations, and make me at home in the starry heavens, which are always overhead, and which I don't half know to this day?"—Thomas Carlyle.

As explained in the Commentary to his Mother Play of "The Child and the Moon," Froebel feels that the attraction of the light of the heavenly bodies for the child but prefigures that with which in later years the spiritual light will attract his soul. It is for parent and teacher to see to it that "the Light which lighteth every man that cometh into the world" is not dimmed but nurtured and strengthened. And one way to nurture this yearning towards the Light of lights is assuredly to open the eyes of the child to the glories and the wonders of the starry skies. Let us see to it that the children in our classes will not have to echo the plaint of Carlyle, as quoted above.

In the winter months, when the stars seem to scintillate with peculiar brilliancy in the crisp cool air, and when there are so few other objects of Nature to attract the eye and mind, both moon and stars make an especial appeal. In winter, too, when the days are short and the stars appear before the children's bedtime there is better opportunity to bring them to the attention of the little folks.

In the Commentary to the "Little Maiden and the Stars," Froebel reminds us of the tendency of the child mind to impute human life and characteristics and motives to objects in Nature and would have us develop this impulse into a sense of the oneness of all life and its ultimate unity with the Divine Creator of all. With its theory of the conservation of energy and the indestructibility of matter, modern science reinforces this idea of the inherent unity of all life. The childish instinct to personify inanimate matter we find common to the childhood period of all the races of man, as illustrated in the myths of all primative people.

There are many beautiful and interesting star and moon myths and of course, at the Christmas season, the story of the wonderful Star in the East that brought together for a united purpose the three sages who sought the Light of the World where it reposed in a manger, is the one to make the greatest appeal to the children.

A sense of unity with all people of all time and countries can be suggested by reminding the children that the same moon and stars that now brighten our skies, shone in the days of Joseph and Job and Homer, and that the stars and moon we delight to see, are gazed upon a few hours before or after, by our friends in Europe, and in California.

Preliminary to urging the older boys and girls to study the skies for themselves, remind them of the necessity of a study of the heavenly bodies, as a foundation for our calendars, and the division of time into days, weeks, months and years. When did our present calendar, the Julian, come into use? They can probably tell *you* of the importance of the knowledge of the stars to travelers and mariners before the invention of the compass, and *you* can then tell *them* that all accurate surveying, the defining of boundaries between states and the like, depends upon practical astronomy—that is, upon lines of latitude, longitude, determined by astronomical observations, so that the study of the stars is not a vain impracticable waste of time.

GIFTS AND OCCUPATIONAL WORK.

Have the children seek the Big Dipper, and as an aid, the teacher may place upon the blackboard, dots to represent the principal stars, with the handle pointing directly downward (southward) which is its position in winter. Have the children count the number of stars; tell them the name of the constellation and also that it is known in England as Charles' Wain, and has been called King David's Chariot. It is a part of the larger constellation known as the Great Bear. which you may later draw, together with the Little Dipper or Little Bear.

A little lesson in number work can demand. If a cloud obscured three of the stars, how many could be seen? etc.

Tell them the story of the two bears forever circling round the North Star and never dipping into the sea, as do other constellations.

On a piece of paper, punch holes in the proper relation of the Dipper, and then, by aid of this, make dots through the holes, and so transfer to sheets of blue blotting paper, one for each child. Over these dots let them paste tiny gold or silver stars, thus making a Christmas gift. Older children may make the more elaborate Great and Little Bears.

In something the same way, transfer dots representing the stars in the Dipper, Bear and Orion to paper, and let the children prick in the holes. This is a legitimate and natural use for pricking. Then hold up to the light and the constellation is visible, to the joy of the little people.

Several such pricked constellations fastened together with a blotter for cover would make a very pretty gift.

Let the children cut stars from paper themselves, and a frieze for school-room decoration could be made.

Older children could make an interesting background for a calendar by drawing on paper the signs of the zodiac as found in the almanacs, i. e., the stars correctly placed.

(Continued on page 126.)

BOOK NOTES

HANSEL AND GRETEL, By Jane Minerva McLaren, and Edith Mary Harvey. A play for little children. Illuminated cloth. 44 pages. Price $1.00 net. Published by Frederick A. Stokes Company, New York.

This charming little three act play follows the story of the famous opera in a simplified form easily remembered by children ten years of age and younger. There are parts for forty or more children though it can easily be played with sixteen or less. The Gingerbread children may be very young, while older girls may take the parts of angels. Music is given for several tuneful little songs and there is plenty of opportunity for dances. The simplicity of the play and the clearness with which directions for costuming and staging, either indoors or out, are given, make it particularly adapted to production by kindergartens, primary classes or the children of a neighborhood. Illustrated by eight photographs of an actual performance.

STORY HOUR PLAYS, A dramatic reader for the third and fourth grades, by Frances S. Mintz. Illustrations in color by Clara Powers Wilson. Pictorial cover by Hapgood. Cloth, 134 pages, price 45 cents. Rand McNally & Company, Chicago.

A great mass of fables and myths has persisted from ancient times, charming by their proverb-like directness and quaint simplicity, of invaluable moral significance, and recognized as the most effective and natural medium of child-teaching. In Story Hour Plays, Frances Sankstone Mintz has chosen thirty-four delightful fables particularly well adapted to dramatic reading by small children; ancient tales of the Punjab, fables from India, Malay apologues, animal tales transmitted to us by the Russian, the German, the English.

STORYLAND IN PLAY, A dramatic reader, by Ada M. Skinner, Teacher of First Grade, St. Agatha's School, New York City. Pictures by Mary L. Spoor. Cloth, 143 pages, price, 45 cents. Rand McNally & Company, Chicago and New York.

To the little child, imitation and expression are as natural as they are delightful. In early illustration, the little girl, playing lady, minces about in her mother's long skirt with a little parasol over her head, acting out the manners of her elders.

Upon this imitative tendency and its impetus for more effective reading is based a new set of readers for the first and second grades. These are dramatic readers, and the first book of the series is Storyland in Play, by Ada M. Skinner. No teacher could want a better stimulus to expression than this little book.

THE MEXICAN TWINS, By Lucy Fitch Perkins. Illuminated cloth, 185 pages. Price $1.00 net. Published by Houghton Mifflin & Company, Boston and Chicago.

The story of Tonio and Tita begins on San Ramon's Day, when all the animals and fowls must be taken to the priest for a blessing. There are other Saints' days, too, and just common days, filled with the little tasks and games that make up the life of Mexican children, but with strange customs and amid surroundings surprisingly different from ours. Mrs. Perkins, as always in her "Twin" books, has caught the atmosphere of the country and her story is as real as it is lively and entertaining.

PRACTICAL SPELLING LESSONS, Book I. By Charles P. Alvord, and Eugene G. Hughey. Cloth, 144 pages. Price not given. Published by The MacMillan Company, New York,

This is a special book along new lines, the controlling idea of which may be briefly stated as follows: The selection of words; the careful grading of the words; the introduction of words in sentences; the systematic review of words; the effective presentation of homonyms; the presentation of simple spelling rules; the teaching of pronounciation. We advise all primary teachers to secure samples of these books with a view to introducing them in their schools.

NIXIE BUNNY IN HOLIDAY-LAND, By Joseph C. Sindelar. Illuminated cloth. 158 pages. Price 40c. Published by Beckley-Cardy Company, Chicago, Ill.

A fascinating story about the holidays, and a book which is bound to become a prime favorite with children. It relates the story of the visit to Holiday-Land of Mr. and Mrs. Nixie Bunny Cottontail and their two grandchildren. The bunnies begin their journey by visiting Labor Day, and then continuing on throughout the year, making the acquaintance of all the holidays up to and including the Fourth of July. The object of every chapter is a lesson on the meaning of that particular holiday, and the book is the most interesting primary history reader that can be conceived.

"THE PIXIE IN THE HOUSE," By Laura Rountree Smith, author of the "Bunny Books." Illustrated by Clara Powers Wilson. Illuminated Cloth, 123 pages. Price $1.00 net. Published by Houghton Mifflin & Co., Boston and Chicago.

Children of all ages will be much interested in the queer things that happened when a Pixie took it into his odd little head to live in a house where dwell Mary, Fred and the twins, Jack and Jill.

A Pixie is a little fairy with a tiny, weazened face and a lot of whimsical wrinkles in it which give him a funny appearance. Most of the time he hides away because he is as shy as Santa Claus and does not care to show himself to everybody, preferring only to be seen by good children, to whom he is always kind.

MORNING EXERCISE FOR ALL THE YEAR. A book for teachers, by Joseph C. Sindelar. Cloth, 252 pages, size 5x8. Published by Beckley-Cardy company, Chicago.

This book aims at a systematic and orderly presentation of the morning or opening exercise in the elementary school. Material is provided for every day of the school year, beginning with the first day in September and ending with the last day in June. There are as many exercises as there are days in the month, thus leaving the teacher free to a choice of lesson each day.

STORIES TO ACT, A dramatic reader, by Frances Wickes, teacher of second grade, St. Agatha's school, New York City. Colored pictures by Maud Hunt Squire. Pictorial cover by Hapgood. Cloth, 142 pages, price, 45 cents. Rand McNally & Company, Chicago and New York.

The publication of Frances Wickes' Stories to Act by Rand McNally & Company marks the farthest advance in dramatic readers as regards teaching value. In this little book opportunity is offered for original dramatization, an exercise of the greatest value for the development of spontaneity, enrichment of vocabulary, and creative self expression.

Pleasing stories of plants and animals, favorite fairy tales, and children's poems have been carefully selected for their dramatic possibilities.

THE WATER-BABIES. By Charles Kingsley, illuminated cloth. 320 pages. Size 7x8½. Price $2.00 net. Published by Houghton Mifflin & Company, Boston and Chicago. With illustrations by W. Heath Robinson.

There are on the market many editions of this popular classic, but in point of illustrations this book excells them all. Mr. Robinson has in "well-bred old Salmon," his "very distinguished Lobster," his "wicked old Otter," and all the rest pictured the thoughts just as we imagined them in our childhood and as the children of today will be delighted to see them.



By F. G. Sanders, Toronto, Ont.

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Mail me a postcard today and I will do the rest

LYMAN A. SKINNER, 31 Duffield St., DETROIT

WAR'S SORROWS

Small Daughter — "Oh, mother, I do think it unfair about the Zeppelin! Everybody saw it but me. Why didn't you wake me?"

Mother—"Never m i n d, darling, you shall see it next time—if you're very good."—Punch.

DREAM CAME TRUE

"Did you ever dream of being a pirate when you were a boy?"

"Oh, yes. Isn't it queer? Now I'm in the prosaic business of managing an automobile repair-shop."

"Umph! You didn't miss it so far."—Birmingham Age Herald.

SAFER NOT

"I want to see your beauty-editor," said the caller at the sanctum of a popular magazine.

"Are you following her advice?"

"I am."

"Got confidence in it?"

"I have."

"Then you don't want to see her."—Louisville Courier-Journal.

A HARD SHOT

Lady (in London garden)—"We always keep the hose ready in case of a Zeppelin raid."

Visitor—"But surely, my dear, it would never reach them at the height they fly?"—Punch.

Prosperity tries the fortunate, adversity the great. —Pliny the Younger.

BROOKLYN KINDERGARTNERS SEEKING LEGISLATION FAVORABLE TO KINDERGARTENS

The Brooklyn Kindergarten Union held an "executive party" at the Brooklyn Training School for Teachers, Park place and Nostrand avenue, Nov. 19th. About 160 kindergartners from all over the city sat down to dinner at 6:30 o'clock. There were but two men present at the supper, a fiance and a husband. When speechmaking was in order and the reporters began to arrive, the two men guests were requested to leave and the reporters were politely informed that "it was just a party, and that really nothing very important would happen."

Something important did happen, however, for Miss Fanniebelle Curtis, director of kindergartens, read the tentative draft of a State Kindergarten bill that will be introduced at the next meeting of the State Legislature. Dr. John Dewey and prominent superintendents from every section of the state are on the committee. Although the bill is only tentative, and although the party was "executive," it was learned that the bill is similar to the California State law, which establishes kindergartens on the petition of twenty-five or more parents or guardians of children living in the section where the kindergarten is-desired. Considerable discussion was also caused by the recommendation that one teacher look after two classes, morning and afternoon. No action was taken.

Among the speakers and the guests were: Miss Ruth Tappen, head of the Training School kindergarten department; Miss Nellie Roethgen, Adelphi; Miss Elizabeth A. Woodward, president of the Kindergarten Union; Miss Amana Edson, vice president of the Union; Miss Helen Brewster and Miss Meta Wolferz, secretaries, and Miss Jane Nicholson, assistant director of kindergartens.

(Continued from page 122.)

Place lentils on the tables arranged as the stars in the constellations.

Place circles and half circles (tablets) to represent the moon and half moon.

Make clay tablets about four by four inches and on these mold five-pointed stars.

Stars with five points may be laid with the large right-angled triangles.

REFERENCES.

We are well aware that the teacher's time is already so overcrowded that she has no moments for extras,



but where time for teaching star lore is impossible, there should be books placed within reach of the children to stimulate and help them in the study of the stars. Two which are excellent for teacher and pupil are: "The Stars and their Stories" prepared by Alice Mary Matlock Griffith (Henry Holt & Co.) which contains classic myths, stories, and poems by ancient and modern poets, inspired by the stars. Also a short summary of "Astronomy through the Ages" and an interesting extract from Galileo's own account of his first telescope, translated by E. S. Carlos. The illustrations are numerous and clear, and include a helpful "Band of the Zodiac" which makes clear the relations of the sun, earth and the "signs." The teacher will find many stories in this volume to make the study interesting to young children.

The other volume is "The Friendly Stars" by Martha Evans Martin, (Harper & Brothers) which is written in delightful style, has many illustrations, and is a charming introduction to astronomy.

Among appropriate stories in this connection, we would note the old fairy tale, "Star Dollars," Dickens' "Child Dream of a Star," Thomas K. Beecher's "In Time with the Stars" including a volume of short stories by the same title. Published by Hosmer H. Billings, Elmira, N. Y. The Outlook once reprinted this fine little story.

Mathew Arnold's "Song of Empedocles" and Whitman's "Child on the Beach at Night," and "When I heard the Learned Astronomer," will be appreciated by older children, of high school age.

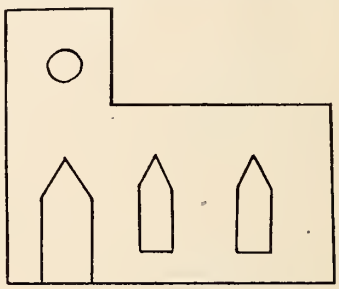
Those preferring to take up the subject of the stars in the late winter can of course, reserve these suggestions until then.

TOY VILLAGE

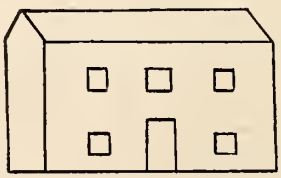
BERTHA JOHNSTON.

How many hours of happiness are represented by the little toy villages with their wee houses, trees, and animals, that used to cross the seas from Germany. Alas, now they bring up visions of interrupted industries, families disintegrated, and many real homes and villages destroyed in the war now raging. It will probably be possible for some time to come to still obtain the little toy, but even before the war broke out we have frequently wondered why some good whittler did not suggest that in the making of tiny houses and churches many pleasant hours might be occupied. We now put this idea before our readers.

Let the older boys or girls saw out of cigar-boxes or the sides of soap or starch boxes long narrow pieces about one inch high. Then saw these into smaller



pieces the length of the proposed dwellings, or church or town hall. Next, with a good jack-knife, whittle



the gabled roof, and with sand-paper, smooth rough edges and sides. The church should be so sawed that a tower is left which can, if desired be whittled into gothic steeple.

Now the wee buildings are ready for the kindergarten children. Let them paint or crayon the facades and sides, and draw the outlines of windows.

townhall can be differentiated from the church by ving the tower in the middle of the roof. Trees can be made by tying little strips of excelsior ound a match which may stand upright in a button- old for base. The excelsior should be dyed or inted green.

SANTA CLAUS ARRIVAL

BERTHA JOHNSTON.

Swift, swift, over the snow,
The reindeer are speeding; how noiseless they go!

High, high, afar in the sky,
Over the forests and rivers they fly!

Clip, clip, over the roof,
Hear now the patter of each little hoof!

Hark, hark, the chimney a-near,
Santa's alighting,—hush, shut your eyes, dear!

"S'—s'hhhhh—don't make a sound.
Hurrying away, far our neighbor's he's bound."

"I heard a doll laugh;" "I heard some toy squeal;"
"And also the whir of a bicycle-wheel."

"Will daylight ne'er come;" "I never can sleep,"
Till into my longest black stocking I peep."

"Oh dear, what do they do?
Rich children who live where is never a flue?

"But whose homes are steam-heated, with water, or gas?
I hope Santa 'll forget no such lad or such lass."

BOOK NOTE

We recently reviewed "All for the Love of Laddie," a book for children and those who love them," by C. Y. and H. W. Douglass. The price then quoted for this handsome volume was $3.00, but during the holiday season the price has been reduced to $1.50, and thus is brought within the reach of many more owners; this book is highly recommended by a David Starr Jordan, Prof. Edw. P. St. John of the Hartford School of Religious Pedagogy and others interested in placing before children ideals of the right relationship between them and the animal world. It can be obtained at bookstores now, or of Bertha Johnston, 389 Clinton St. Brooklyn.

A DAILY REMINDER OF THE GIVER

How much Webster's New International Dictionary (G. & C. Merriam Co., Springfield, Mass.) will be enjoyed in your home! Its contents is a wonderfully compact storehouse of accurate information, of constant education and interest. The clear printing and beautiful bindings are lasting examples of the bookbinder's art. This gift will be treasured, admired, and used long after the holiday season has passed.

Trust him little who praises all; him less who censures all; and him least who is indifferent to all.—Lavater.

GEMS FOR MEMORIZING

REBECCA STRUTTON, 1025 8th St., San Diego, Calif.

Kittie, with your coat of fur,
And your happy gentle purr,
That you love me, I can see,
As you nestle close to me.

I love to sit by the open fire,
And wonderful pictures see,
Of this sport, I never tire,
Oh, come and try it with me.

My flowers love the sunshine,
My flowers love the rain,
They die when Jacky Frost comes,
When he goes, they bloom again.

I opened the door last night,
The stars were shining bright,
One little star, I sure did see,
Just look down and wink at me.



This little Japanese girl lives in Tokyo, Japan. Her name is Kogikee Hashimoto.

She attends a mission kindergarten under the supervision of Miss Harriet Dithridge.

Miss Dithridge sent several pieces of the children's work last year to her former supervisor, Dr. Merrill. This is similar to one prepared for each child's mother. This little girl mounted her own photograph, tied the cord, and also mounted a pretty little Japanese calendar below it.

We are not able to reproduce the calendar as it is in colors but we are sure you will be pleased to see little Kogikee Hashimoto.

We send next year greeting to our readers in Japan. We have been reading about the great coronation ceremonies with much interest.

AGENCIES FOR KINDERGARTNERS AND PRIMARY TEACHERS

THIS list of Teachers' Agencies is published for the benefit of our subscribers. It includes only those who claim to be able to secure positions for Kindergartners or Primary Teachers. We advise those in need of positions to write one or more of these agencies for particulars. Even though now employed you may be able to secure a position in a larger or better school

The TEACHERS' EXCHANGE of Boston

Recommends Teachers, Tutors and Schools. No. 120 Boylston street.

WE PLACE MANY PRIMARY Teachers each

year. Some Kindergartners. No charge until teacher is located by us. Send for registration blank. A. H. Campbell,

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501-503 Livingston Building, Rochester, N. Y. Gives special attention to placing Kindergarten and Primary Teachers in all parts of the United States.

T. H. ARMSTRONG, Proprietor.

SOUTHERN TEACHERS' AGENCY

COLUMBIA, S C.

There is an increasing demand for Primary Teachers and Kindergartners throughout the South. Our agency is one of the largest and best known in this splendid territory for teachers. Ask for booklet, A LAN.

W. H. JONES, Manager and Proprietor.

WESTERN TACHERS' AGENCY Gt. Falls Mont'na

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P. Wendell Murray, Manager.

The J.D. Engle Teachers' Agency

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LECTURES

ON

Home Occupations

AND

Mothers' Meetings

BY

Bertha Johnston

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AN AGENCY is valuable in proportion to its influence If it merely hears of vacancies and tells you about them **THAT** is something, but if it is asked to recommend a teacher and you that **RECOMMENDS** is more. Ours recommends.

The School Bulletin Agency

C. W. BARDEEN, Syracuse, N. Y.

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The Faulkner School, Dedham, Mass.

HINTS AND SUGGESTIONS FOR RURAL TEACHERS

CONDUCTED BY GRACE DOW

DEAR RURAL TEACHER.—In undertaking this department I trust that my somewhat extended experience in rural schools and my subsequent normal training and city school work may assist me in making it practically helpful to you in your work with the little children. I understand the tremendous tax upon the time of any rural teacher who is trying to do good work, the wide range of studies, the constant temptation to neglect the little ones for the apparently more pressing need of the older classes and the lack of equipment necessary for the best work. My hope is to assist you to secure better results with the small children, and I shall unhesitatingly recommend the intelligent use of kindergarten material as likely to produce the best results with least expenditure of time. How to use this material, what to select, what substitutes, etc., will be discussed from month to month in these columns.

DECEMBER

"I heard the bells on Christmas Day
Their old familiar carols play,
And wild and sweet the words repeat,
Of peace on earth, good will to men."

CHRISTMAS DAY

Everybody knows that Christmas Day, falls on the 25th of December. Of course! So it does—now. But it did not always do so. In the early centuries of Christianity the feast was kept up at various dates in the months of January, April, and May. For more than three hundred years, January 6th was Christmas day in the Eastern church. The Abyssinians call June 21st Christmas day; while among the Armenians Christmas day has always been January 18th, and so it is now; but since the middle of the fifth century Christians of both Occident and Orient have generally agreed to celebrate the 25th of December.

PICTURE STUDY

There is no better way to teach the Christmas spirit to children than through the study of one of the Madonnas. Nearly all children, especially the younger ones, are interested in baby pictures, and the custom of giving and receiving gifts can be brought before the children in the true and higher significance through the study of the Christ child. "It is more blessed to give than to receive." Why?

Madonna of the chair—Raphael.

Raphael Sanzio, the artist, was an Italian. He was the son of a painter and poet; and reared to love art, and very early showed considerable talent.

He painted both at Rome and Florence, and while at first his work seemed to bear a very close resemblance to that of his teacher, he soon showed his own power, and in his favorite line far excelled his teacher's work. His best work was done during the twelve years which he spent at Rome. He painted about one hundred twenty pictures of the Madonna. He was not physically strong, and died from overwork at the early age of thirty-seven years.

The picture—The Madonna of the Chair, is often called "The favorite of the world." The scene is very simple, and may have been taken from any happy Italian home of mother and children.

The original was painted upon wood.

The Madonna is seated in a low chair, clasping the Christ-child who is nestling close to her. The little St. John stands in the background with his hands clasped, and with the cross, the sign of sorrow, against his shoulder.

Attention may be called to other paintings by Raphael:—Sistine Madonna, St. Cecelia, The Transiguration, and Christ's charge to Peter.

In connection with this study we suggest that the small Brown or Perry pictures, which may be purchased for one-half cent each, be placed in the hands of every pupil, and when the study is completed use the picture to decorate a Christmas card, booklet, or folder.

CHRISTMAS DECORATIONS

Children may make most of the decorations for their school rooms. Paper chains of red and green paper which the children have doubtless made using other colors earlier in the year. Stars may be cut of gold and silver paper, and a large number suspended from the ceiling. A very large one may be used to represent the star which guided The Three Wise Men.

Instead of the Christmas tree it might be well to use the Christmas ladder. Cover with green tissue paper. Suspend from the rounds of the ladder tiny wax candles. Marbles may be covered with colored paper, and some with tinfoil or silver paper and used for decorating. Artificial snow sprinkled upon white cotton may be used in many ways in decorating both the room and the ladder.

WELCOME

An exercise for seven small girls and boys carrying stars.

W—We bring you good tidings of great joy.
E—"Everywhere, everywhere, Christmas tonight!
For the Christ-child who comes is the master of all.—
No palace too great and no cottage too small."
L—Loud ring the bells of Christmas, ring,
Bidding earth His praises sing.
C—Come let our voices join
In one glad song of praise.
O—"O praise the Lord with one consent
And magnify his name."
M—Merry Christmas time is here,
Bringing joy for all the year.
E—Everybody welcomes me,
Friends from far and near,
For I, the Christmas, bring the joy!
For all the long, long year.
All—May every one our welcome feel
And share our Christmas greeting
Christ's love in every heart made real
Will bless our Christmas meeting.

CHRISTMAS GIFTS

Place Cards.—The children will enjoy making place cards for the Christmas dinner. One for each member of the family. These cards may be about three by four inches made of white Bristol board, and decorated in some suitable Christmas design, as holly, Santa Claus, Christmas stocking, the Three Wise Men, stars. etc. Finish with ribbon bow of redand green.

Match-Scratcher.—Use mounting board cut in various shapes, oblong, bells, star, or circle. Mount on the lower half a small piece of sand paper cut in some design to suit the shape of the mounting board, decorate the upper part with an appropriate design, and complete with ribbon hanger.

Grocer's Pad.—Every mother will enjoy such a useful article. Cheap paper, manila or print may be used for the inside sheets. Place on the outside a decorated card. Telephone-pads may be made in the same way, and the names of those most often called placed on the few inside sheets or cards.

Blotters.—Tie a number of fancy blotters together, decorate the upper cover only. The blotters may be taken off one after another when too much soiled.

SUGGESTIONS FOR BUSY WORK

Place sentences upon the board, and ask the children to tell a story about each by means of a picture.

Write a paragraph on the board, and have all the

words of one syllable placed in one column, again all words containing two letters in one column, three letters in another, four in another. This will develop number as well as reading.

Let children make a picture clock, with the real clock before them. Have them use the Roman numerals. Test the children on telling the time.

Give picture cards, and have the names of all objects seen in the picture written out, then have short sentences written about some of the words selected.

Draw a ladder and place words or problems on the rounds. See how many can go to the top without falling.

"To make the sad world merry awhile,
And to frighten sin away,
And to bless us all whatever befall,
Is the task of Christmas Day."

CRANBERRIES

By F. G. Saunders, Toronto, Ont.

Christmas would not be Christmas without Turkey and cranberries.

Where do the cranberries come from?

We see barrels of them in front of the grocers. Do they grow on a tree, or in the ground, or where?

They grow on a low bush in a cranberry bog.

If you have picked blue-berries in the summer, you know something of what it is like to pick cranberries.

Cranberries used to be picked all by hand one by one, but now the pickers use a wooden scoop, something like a large comb with strong teeth. It is pulled through the bushes as they spread over the ground, and picks them clean of berries.

The scoops are emptied into boxes, and taken to a screening house.

The berries used to be cleaned and sorted by hand from the bits of leaf or small green berries, now it is all done by a machine.

There are machines that grade the berries, sending along the ones of the same size to boxes which collect them.

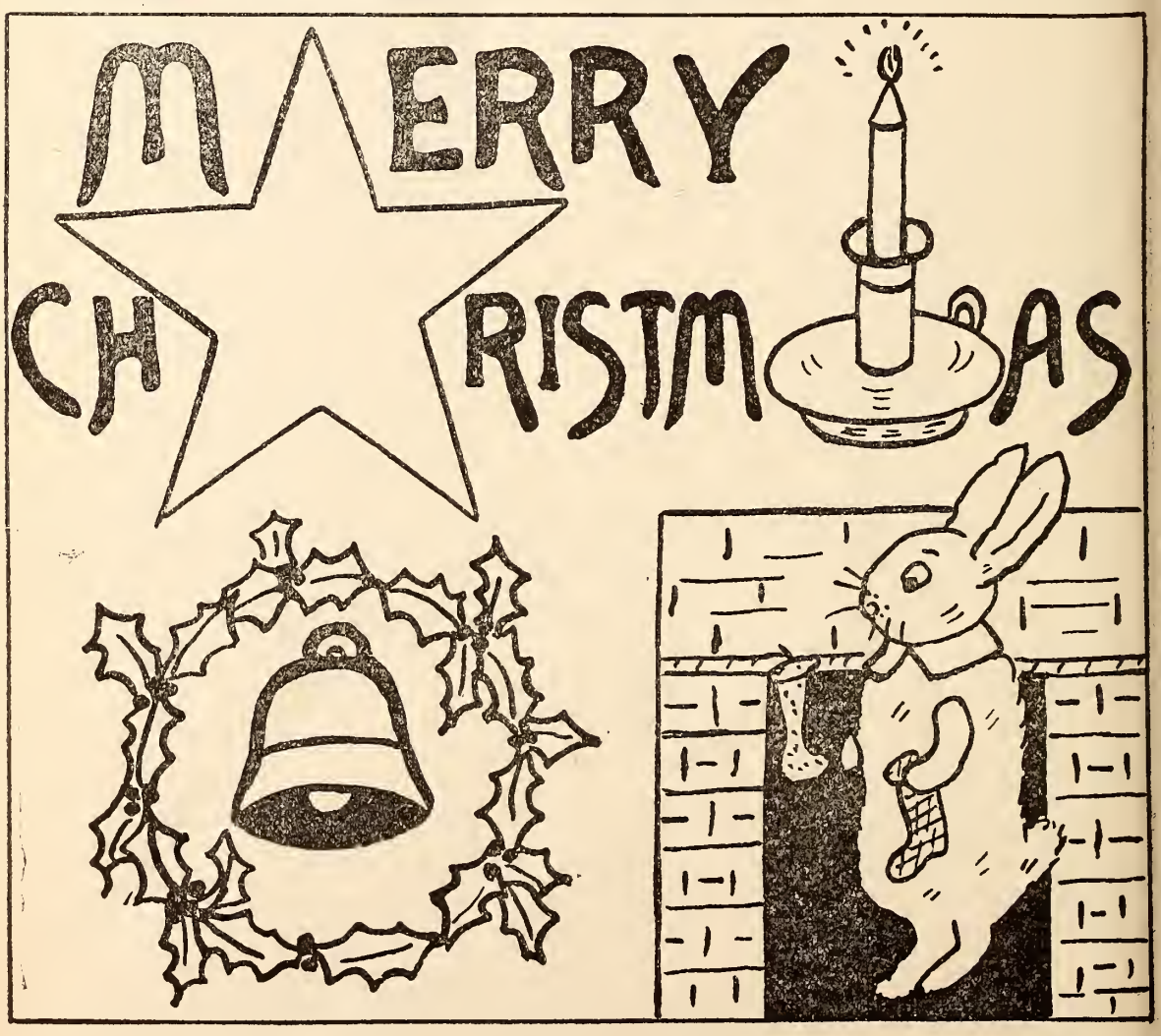
The cranberry bogs are drained and they can be flooded when necessary. They are often flooded to protect them from frost.

WESTERLY, R. I.

Miss Ruth Evarts will open a kindergarten in the Noants studio on Church street.

The man who trusts men will make fewer mistakes than he who distrusts them.—Cavater.

The greatest homage we can pay to truth is to use it.—Emerson.





THE KINDERGARTEN
—PRIMARY—
MAGAZINE

PUBLISHED ON THE FIRST OF EACH MONTH, EXCEPT JULY AND AUGUST, AT MANISTEE, MICH., U. S. A. SUBSCRIPTION PRICE, $1.00 PER ANNUM, POSTPAID IN U. S., HAWAIIAN ISLANDS, PHILLIPINES, GUAM, PORTO RICO, SAMOA, SHANGHAI, CANAL ZONE, CUBA, MEXICO. FOR CANADA ADD 20c., AND ALL OTHER COUNTRIES 30c., FOR POSTAGE.

J. H. SHULTS, MANAGER.



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January, 1916. **VOL. XXVIII---No. 5**

EDITORIAL NOTES

TRUE it is that "there never has been a time when the church was so surely aware of its mission, and so earnestly and successfully engaged in it as now." This may be just as truly said of the school. What hope for humanity when these two great factors in its uplift are pulling so hard and so well for its uplift!—Moderator Topics.

"Now let us as kindergartners resolve for 1916 that we will be more earnest, patient, and consecrated in our work with the little children. Help us to feel our responsibility, to realize how short the time these little ones will be with us, how quickly they pass on beyond our help and influence, and how important that we should act quickly and efficiently in our work with them."

THAT most excellent publication, The Kindergarten Review, which has been published at Springfield, Mass., by the Milton Bradley Co., has been discontinued, and in its place is a bright, new, well edited and beautifully printed 50 page publication entitled "The Kindergarten and First Grade." Miss May Murray, is the editor, Mabel E. Osgood, associate editor. We wish the new publication every possible success.

THROUGH an oversight notice was not made in these columns of the death of Mrs. John N. Crouse, which occurred at Chicago, November 6th. Mrs. Crouse has had a prominent place in the building of the kindergarten cause in America. She began her investigation of the kindergarten work in 1884, organizing a Mothers' class at the Immanuel Baptist church in April of that year. At this time there were few believers in the kindergarten cause. The thought that an un-married kindergartner could teach something to mothers of their own children was considered ridiculous. Two years later Mrs. Crouse, and Miss Elizabeth Harrison established a training school for kindergartners. She was an earnest advocate of kindergartens in the public schools, and assisted in establishing the first one in Chicago in the fall of 1889.

In company with Miss Harrison she visited Germany to study kindergarten work, and in 1894 called a Mothers' Conventon, to study the welfare of children. This and other meetings that followed were highly successful. She also helped to establish the National Kindergarten College of Chicago, and institution which has done very much for making efficient kindergartners in America and with which she has been affiliated for many years.

KINDERGARTNER'S CREED

1. I believe in purpose, in a goal higher than a little pile of money, higher than fine examination records, higher than a wedding outfit—a goal that touches the stars—a goal that I can never reach, but that shines before me like a beacon light.

2. I believe in loyalty, first to the great profession which I have embraced, next to the system of which I am a unit.

3. I believe n growth in gaining from year to year a wider outlook upon he world and its people, as well as a deeper insight, a more thorough knowledge of myself, my powers and limitations.

4. I believe in sympathy, first with the children, and the homes from which they come, next with my fellow workers, whose joys and sorrows are like my own.

5. I believe in earnestness, in putting my heart into my work.

6. I believe in faithfulness, in doing unasked the regular duties and cheerfully adding those which are irregular.

7. I believe in honesty, in acknowledging a blunder, being proud of a success, in trying to make successes many and blunders few.

8. I believe in always looking for good in my fellow workers that I may receive much inspiration from the recognition of worth in the work of others.

9. I believe in system, in forming and possessing orderly habits of work and play.

10. I believe in cheerfulness, in radiating sunshine, then watching for reflections.

11. I believe that the Great, Good Power will help me to live up toward my belief.

SUGGESTIONS FOR THE DECEMBER PROGRAM

By JENNY B. MERRILL, Pd. D., New York City

Once upon a time a little boy came to kindergarten after Christmas bringing with him a little box of carpenter's tools which Santa Claus had given him. Can you tell me some of the tools that were in his box? Can any one think of any other tool that a carpenter uses? I have a little box of carpenter's tools like that little boy's to show you. Here it is.

(Give time for any child to tell of his.)

Harry may come and lay these tools in a row on the table.

What is this? and this? and this? Show me what the carpenter does with a hammer—with a saw—with a plane. Let us sing one song about the carpenter.—(If the children do not know one, sing one to them—or promise to teach one. Imitate "pounding," "sawing" and "planing" with the hands.

It may prove better to leave the song until the game period or for rhythms, and concentrate upon the tools during this first conversation, rather than upon imitative movements.

A little real pounding, sawing and planing with the toy tools may prove more attractive, and lead to more correct imitation later.

Whose birthday was it on Christmas? What was Jesus' mother's name? Have you heard who Joseph was? Did you know that Joseph was a carpenter? Do you know that Joseph let Jesus help him in his shop when he was a little boy?

Here is a new picture for our New Year. Let us look at it carefully.—Who is it? It is Jesus in the carpenter's shop at Nazareth where he lived when he was a little boy.

I think it is very nice for any little boy to have a present of carpenter's tools at Christmas time. Why?

Shall we play today that our kindergarten is a carpenter's shop? What shall we make? Where can we get some wood?

Listen to any suggestions attentively. If you have kept the fir tree lead the children to see if they do not that they can get wood from the Christmas tree.

Let them try the saw on the smaller branches, and finally decide that a larger saw is needed. Suggest that the janitor may lend us his big saw, to help us get some larger pieces of wood from the trunk. Real sawing has been found to be a delightful *experience* in many kindergartens. It brings the child near a real tree,—the source of wood; it opens the way for talks about wooden objects in the school and other uses of wood in the home and the community.

Children to be sure have become quite familiar with wood during their four or five short years, but this is a good time to help them *organize* what they know of it, and to add to their interest in wood and in first-hand knowledge of its properties by actual experiments in hammering, sawing and planing.

It is not to acquire skill in using tools at this early age that we introduce the New Year with this topic, but it is to give these few *first hand experiences* with wood and with tools—not to talk about them merely but rather to come in personal touch with them.

Man has been called "the tool-using animal." Childen are always interested in workmen and other tools.

If the line of thought I am suggesting is adopted for the opening week of the New Year, it will lead naturally away from the excitementof the Christmas vacation into work, and at the same time make no breaks in continuity of thought.

It has seemed to me best to recommend kindergartners to remove during holidays Christmas decorations and all pictures of Santa Claus. The good saint is a *transient* visitor who speeds away on his "miniature sleigh with his eight tiny reindeer." Of course we should let the children *talk* of him, tell of their pleasures, bring toys to show each other and should even continue to play the toy-shop if the children ask for it, but we should also try to lead them to interest in less exciting topics as soon as possible.

"January brings the snow—Jack Frost must have his share of attention. Children will see ice and snow in many places outside and yet if a single snow ball is brought into the kindergarten and kept until it turns into water, it will awaken new thoughts, suggest connections which children do not see of themselves. I well remember how the story of a southern child who had never seen snow until he visited his northern cousins, interested me when I was a child. Such stories widen the child's horizon and gradually pave the way for geography. A story I heard told of a child who had a snow-ball in a trunk to take back south! The surprise at the result amuses very much our wiser little people.

Have you read Maud Lindsay's story of the little fellow who saved a snow-ball to show mother, then fell asleep? awakens to find a little puddle of water, he wondered what had become of his snow ball. This story is fascinating in its simplicity and in its happy touch with the child and with nature's magic.

January has several interesting Nature lessons for the little ones besides those Jack Frost suggests.

The lengthening day may be noted and used to start

an interest in watching the sun—when does it rise? Watch its movements by the shadows and by the lights in the room.

Do not force instruction. Observe rather.

Play the light-bird and lead on to new interest in colors.

The Christmas story of the "star" may be used to awaken more interest in watching for stars in the early evening. "A child's story of a star," may be simplified, and "Good night, little Star" of this story may make the stars more dear to the child who repeats it night after night as the children in the story did. It will help in case a child has lost a near relative.

Name a few stars. Teach "Lovely moon, sailing so high," and "Twinkle, twinkle little star,"

Some are nearing "promotion day" in many kindergartens. To prepare for this transition, talks on the *clock* and the *calendar* will be helpful this month. The youngest child is interested superficially in time. Frobel's clock songs are truly psychological. Regularity develops slowly and must be based on stories of "a time for every thing." The definite hours for school duties help in deepening these ideals—the need of keeping appointments, of promptness, of punctuality.

The child of kindergarten age does not grasp the idea of a *year*, and yet he joins heartily with his elders in wishing "Happy New Year." Ideas of deep value seem to start in embryo and grow gradually into their fuller significance. We must take care not to load the little mind with unmeaning words, but we may use words like calendar, before they can be fully appreciated.

Making a calendar in a simple way is the best way to start.

Nothing aids the primary teacher more than extension of the child's knowledge of language when this knowledge has been founded upon real experiences.

Experience—knowledge saves the child from many difficulties in later grades. The kindergartner who gives the child many real experiences on walks and in the kindergarten room does more to help in the approaching reading lessons than one who tries to teach letters.

Be sure to review the Mother Goose nursery rhymes this month as they are now often used in the early reading books. The children who know them by heart enjoy finding them in the reader. It is like finding an old friend.

There would be some advantage in making a reading chart of one or two nursery rhymes in the kindergarten during this month, encouraging those older ones who seem ready to point to Jack or Jill's name—to Bo-peep's and Boy Blue. Interest them also in their own name day by day as you write it on their work.

Just seeing others write is a preliminary lesson in writing.

It delays writing to teach children to print letters. Mass coloring strengthens the hand for writing, and the "push-pull" exercise amuses even the babies.

Draw a see-saw, a hammock, a hill with crayon to get freedom and sweep, thus avoiding cramped writing.

JANUARY PROGRAM BY WEEKS

CONVERSATIONS, STORIES, SONGS

Purpose.—To encourage social communication by means of language, to enlarge vocabulary; incidentally to increase knowledge of nature and common objects, their uses, colors and other properties. By means of stories to put the little one in touch with good literature at an early age and to give them pleasure. To train attention by learning to listen.

First week.—Conversations, toys, Harry's tool chest, the workshop at Nazareth, the New Year, winter months, short days, when children rise, when the sun rises, the clock tells the hours.

Stories.—Little New Year (improvised) show calendar, Wait a Minute, Hickory, dickory dock.

Songs.—The Carpenter, O, I am the little New Year, Over there the sun gets up, (Quith.)

Second week.——Conversations, snow sports, stars in the snow,—in the sky. The moon.

Stories.—The Esquimau Baby, Agomack. Story for St. Bernard's Day. Story of the South where the children have never seen snow.

Songs.—Lovely white. There's a Little Old Man made of Snow. Lovely Moon. Twinkle, twinkle little Star. Jack Frost.

Third week. Conversations. Workers in the neighborhood. Trades—review carpenters—possibly add the blacksmith or the cobbler—their tools—what made of—where men get iron—the miner(?)

Stories.—Building a House. Maud Lindsey. The Shoemaker and the Elves. Longfellow's Village Blacksmith.

Songs.—The Blacksmith. This is the way to make a shoe. Lullaby. Song of the mines. (Gaynor, No. 1.

Fourth week.—Conversations. Lengthening days. The light-bird. A light-house.

Stories.—When Noah saw the rainbow. Brave Mary of the light-house. Re-tell old stories.

Songs.—Review. Children choose. The scale—that they will sing when promoted—play it. (The Finger piano—Mother Play.

HANDWORK

The toys children bring may suggest to them what they wish to make. Let them suggest their own problems. The first week, the interest may center on drawing and cutting out tools. Making shops in small boxes is very pleasing, especially the carpenter s shop and the blacksmith's. Be sure to cut out a man to stand in the shop—and possibly a horse. Such pictures give life. If the children are interested in the box of carpenter's tools, let them fold a box, and fill it with paper tools. They may cut out their own drawings.

Let them *draw* snow men and snow balls to their heart's content. It is good practice and strengthens the hand for the writing lessons which they are approaching.

Use gray paper boxes if possible, with white crayon for snow scenes.

Draw windows and fill the sills with snow. Draw snow shovels, and wagons to carry snow away if streets must be cleaned. Ask why.

Encourage initiative. Have days each week when the children choose materials and make whatever they fancy.

In connection with snow, free cutting on folded squares or circles to resemble stars is appropriate. Mount a few of the best results cut from white paper, on the window panes.

Give the older children who are to be promoted, a week on weaving. They may weave now without strain. They love to weave and number ideas are developed by the regularity of the counts. Introduce at least weaving by ones, twos and threes.

Try to increase the children's interest in "practical exercises of life," as Dr. Montessori calls them. They are a kind of hand-work as, buttoning their own coats, putting on mittens, gloves, overshoes, clearing up the room, tending plants and pets, placing chairs, cleaning the blackboard, etc.

Make scrap-books in review if possible of selected children's drawings for the month or even term for those who are promoted, as reminders of kindergarten days. Encourage mothers to keep them for comparison with later work. Connect story and songs with these books.

GAMES AND RHYTHMS

Let the children make dramatic games based on the stories told.

They love to play in this way after they once catch the idea.

Gradually let this dramatic play crystalize into a game accompanied by song. Do not use the piano at first.

Introduce sense games and finger plays at odd moments.

These will help in primary work by strengthening the hand and by encouraging close application.

Play ball games informally.

Foot ball and ball thrown in the basket or a box from a distance give valuable practice.

Let the children make a few simple rules to lead them towards self-government.

The following rhythmic motions are suggested by the topics suggested in conversations, story and song: Hammering to the "Anvil Chorus," rocking baby dolls to lullabies, twinkling about like snowflakes, skating or sliding to music. Drumming may be suggested by the toy drum; many kindergartners develop a "music band gradually, much to the children's delight.

The tune sense is developed best in this way. Striking two of the oblong blocks together is very satisfactory, using different counts as 1, 2—1, 2; 1, 2, 3,—1, 2, 3, etc., etc. Introduce the triangle if possible.

Vary the marches. March by twos, fours; divide and meet again; under arches; stepping backwards, sideways, as well as forward.

KINDERGARTEN CHILDREN ENTER SCHOOL WITH BIG ADVANTAGES

GEORGIA R. LOCKE, San Antonio, Texas.

The kindergarten child does not read "I-see-the-blue-bird" in a dull, uninterested way. He reads with animation, "I see the blue bird." He has been in the park and seen a blue bird; he has played being a blue bird; he has picked out the children dressed in blue; he has drawn a crude picture with blue crayon. He has been busy having the experiences about which a reading book will tell. He has heard stories and repeated them. He has learned some of the best verses the language affords.

APPLIES WHAT HE LEARNS

The kindergarten child does not have lessons in numbers, but he uses numbers in a practical, concrete way. He and his companions are told to march today in twos and that if that is well done they may march in twos and wtos, thus making fours. He is told to choose six children to play a game and that the next time he may choose nine if he can count the number correctly. And so by using numbers and their combinations he learns numbers. He applies what he learns, too.

The kindergarten child learns actual position and direction and other elements of geography. He visits the railroad yard across the way and afterwards builds a railroad yard in the sand in right relation to the kindergarten; he visits a business street and reproduces it afterwards with blocks in right direction from a residence street. Simple geography, of course—very simple—but the surest kind of foundation for later lessons in a book labelled geography.

The preparation a child gets in a good kindergarten for later lessons in music, art, handwork, nature study and physical training, is so obvious that it need not be dwelt upon here.

The kindergarten child likes to go to kindergarten. (His mother sometimes punishes him by making him stay at home). This is not because it is all easy there. The work given to him to do is as difficult as he is capable of doing—but the teacher is a friend, a comrade; she sympathizes with him in his attempts and has faith in his desire to succeed.

BECOMES SELF-RELIANT

Self-reliance and independence are characteristics of the kindergarten child. He is called upon constantly to look out for himself, his surroundings, the younger children.

The kindergarten attempts to send children forth, neither bashful nor precocious. The misfortune of both faults is obvious. Two little boys who entered kindergarten at the same time were the extremes of these two types. The difficulties of the kindergartner in handling each case according to its needs were many and trying, but they are now forgotten in her pleasure in knowing that both children are doing well in the grades, hampered neither by shyness nor forwardness.

The kindergarten, then, in relation to the primary grades is a period of preparation. The farmer does not think to enhance the value of his crops by planting his seed sooner than the prescribed time, but by fertilizing, ploughing, studying the kind of seed in relation to the kind of soil. So the kindergarten breaks the ground, gives fertilizing experiences and prepares the soil for the seed which will soon be planted there in the shape of primary school lessons.

MOTHER PLAY

THE TWO WINDOWS

(Translated from the German of Froebel.)

By Bertha Johnston

1. THE LITTLE WINDOW

Motto for the Mother (prose rendering.)

How can looking through a window to see the light,
Rejoice the heart of the child, so early?
Out of purity blossoms life:
With clean, pure life,
To surround the child,
Mother, take pains.

SONG FOR THE CHILD

So clean these window-panes of mine,
Into the room the sunbeams shine.
If you would always
Rejoice in light,
You, too, must keep,
Clean, pure and bright.

II. THE WINDOW

Motto for the Mother (prose rendering.)

Nurture gently the child's dim presentment,
That life is one, at one with itself.
Make a pathway for the certain feeling,
That he is a member himself thereof (of this unified life.)
Help him to see the inner in the outer,
To trust in the inner, not in the outer.
Let him feel that what may appear widely separated,
Yet are united by an inward unifying life, in themselves.
And that all things, even if inaudibly,
Speak to man symboiically;
And that who rightly understands this language,
Goes through life, peacefully, and happily.

SONG FOR THE CHILD

Through the clear, clean window-pane,
The sunshine bright is streaming;
"I want with babykin to play,
And see his bright eyes beaming."
"Good day! Good day, dear sunshine!
Your child awaits your smile."
"To see you, baby darling,
I've traveled many a mile.
I've hurried on my long, long flight,
Thinking of baby, here,
For babies love the shining light,—
Ne'er shrink from it, my dear."

The above mottoes and songs are accompanied in the Mother Play Book by two pictures, respectively, which illustrate the ideas to be conveyed. There is one Commentary for the two pictures, as follows:

COMMENTARY FOR THE "TWO WINDOWS"

The external side, and the positions of the two hands, for what is here to be presented to the reader, follow plainly from the drawings. With regard to the plays themselves, who does not know the delight that children take in contemplating the light through a narrowed space—through the openings made by laying the separated fingers of one hand across the separated fingers of the other; through perforated paper, or between interwoven splints! This appears to express or to interpret for us, an attribute of the human mind, and spirit. For the appearance, the vision, of the higher, spiritual light, can be borne, only in proportion to the development of the inner, the spiritual eye.

It is general knowledge that this little play may be carried out in the daytime, with sunlight, as well as indoors, by artificial light.

Wth regard to the education of the mind, soul and spirit, these plays present one side quite different to the two last (i. e., The Rabbit on the Wall and The Wolf and Pig, two shadow plays.) As, by means of and through the former, we learn, in one respect, how to avoid awakening what is low ,and vulgar, so through these, the feeling for what is high and noble, should be awakened and nourished. And, mother, as formerly, you fostered his pleasure in what is clear and pure, so nurture now, your child's joy in what is bright, luminous, shining.

Just see, how whole-heartedly, the children there, have surrendered themselves to the dear phenomena of light. And what should more enchain the heart and soul of the child, than the perception, as if he breathed it in, of what is bright and luminous. Your child seems to have a premonition:

"Pure in heart, to be! That is the last, the steepest
Height, of which the wise ones dream, and which
the wiser ones attained."

Mother, early strengthen his virtue; Father, early reach to him your hand, your arm, to help him mount this height and attain the summit.

"What is the boy standing in the window thinking about?"

"He sees how the bright sunlight shining through the clear water, makes such lovely colors."

"Mother, Father! Come here quickly! Sister has set a glass of clear, clean water in the sunshine in the window; just see the beautiful colored circles and rays, just like rainbows and dew drops! Oh Mother, dear, how beautiful they are! Just see how the colors play so beautifully with each other, when sister moves the glass, just as when, dear Mother, you play "Catch" with us."

Thus the high-minded, noble, striving, human being is blessed, if he sees how, by regarding and fostering purity of body, mind and soul, blossom their nobler joys of body and spirit:

See to it, O Mother, the maiden and youth,
Preserve what as children, they experience of truth.

"But why is the boy up there, crying?"

"Alas, through carelessness, he has broken the clear, transparent window, and now he must go to the distant glazier's, to have him restore the damage, unless for a long time, he wants to keep the dear, bright light out of the little room, with an opaque board or paper. You see, my child, we must not, through negligence or levity, forfeit the passage of the light, into the heart or soul, for then it must be redeemed with trouble and loss of time, that our hearts and minds be not left in gloom and sadness. But if, as the dear child in the picture opens the cellar-door for her Mother so that the light may shine in for her, so you open the doors and windows of your heart, at the right time, to the light, it will reach into life's profundities and obscurities, luminous, clarifying, illuminating:

Then will the eye see clearly,
The breast will swell, as, wide a-field,
Nature in all her glory,
Before you lies revealed,

as it does before the two children, (here on the mother's lap, and, in the mother's arms), who cannot grow weary of rejoicing over the approach of the dear sun. And "Come!" says the second boy to his second little sister, "Come, we will ask mamma, if she will let us go into the garden for a little while,

"It is so very nice out there."
"Yes, yes, my dears, it's fresh and fair;
Only be gentle, sunny, bright,
Clean and pure, like the morning light."

Every mother should be able to tell her child stories. She should make the attempt at least, and each trial brings the story into better form. When she turns the child away from her with the remark: "I can't tell stories—read your own story," she is building an invisible barrier between herself and the child. As the child grows older he does read his own story, and is not apt to ask in regard to the selections which he makes.

Mothers are very particular about what their children wear and what their children eat, but while avoiding foods that would poison, they permit them to absorb into their lives food for the mind which is the rankest poison. "I wonder how my boy and girl ever thought of such terrible things," is the cry all too late when the child, desiring to emulate some of the unworthy heroes and heroines of his story world, has put into his own life their deeds.

The love for good literature begins in the nursery with a story toll. Then, later, the child will desire the best and will choose for himself good books to read.—*Georgene Faulkner, Chicago.*

Miss Fannie A. Smith gave the children of her kindergarten and primary classes a Thanksgiving party on Wednesday. It was a delightful time for the little ones who had individual pumpkin pies and other things associated with the feast, that holds for them many entertaining stories and games.—*Bridgeport, (Conn.) Standard.*

IMPORTANT NEW COURSES AT TEACHERS' COLLEGE

Among the 400 women taking advanced courses in the School of Education of Teachers' College, leading to the degree of master of arts, are twenty-six who are preparing to be deans of women in colleges or normal schools. The demand from women with educational experience for preparation in this new field of work has been so great that the cottage authorities have recently provided for the first time courses aiming to give women the specialized training necessary to perform adequately the functions of a dean.

Among the courses taken by those who are studying in this new department are the education of women, history of the family, educational sociology, problems in administrative work, religious education, hygiene, sex education, educational psychology, philosophy of education, economics, and social usage. The program varies for each student, and is made up under the guidance of a faculty adviser, who studies carefully the needs presented. Nearly all the women enrolled in this work are here on leave of absence from administrative positions involving duties as deans. They bring with them definite administrative problems for which they are seeking solutions.

The college has also established in connection with this work a new diploma for dean of women, which will be granted to candidates who finish the course with a high grade of scholarship, who possess the personal qualifications necessary for success in this field, and who have a record of satisfactory previous administrative experience. It is planned further to increase the facilities for preparation in this new work in the near future.

MERIDEN, CONN.

The kindergarten room was transformed into an Indian and a Puritan village, the decorations consisting of wigwams, canoes, tripod, head-dresses., etc., made by the children. The scene of the Mayflower landing the Pilgrims on Plymouth rock with an Indian village on a nearby hill, were pictured in the sand tray.

The Pilgrims, impersonated by the little children were dressed in colonial style, the girls wearing bonnets, and the boys wearing collars of that period. Indians and Pilgrims sat down and ate Thanksgiving lunch together in the utmost harmony. The little playlet was in charge of Harriet Hoyt Barnes and Margaret A. Tuttle, assisted by the principal of the school, Miss Cornelia Comstock.

CHILDREN'S GARDENING

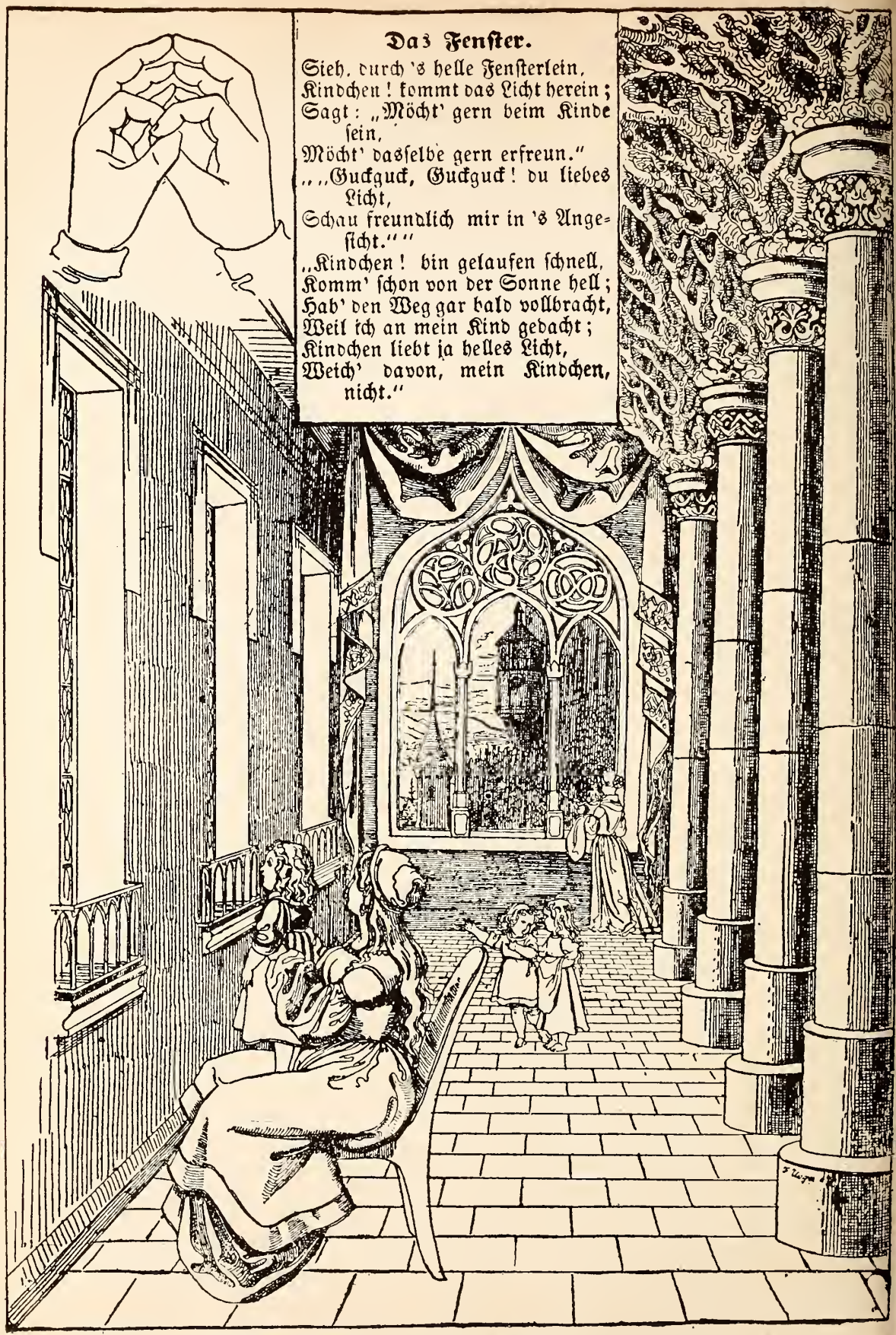
At the Brooklyn Botanic Garden, Prospect Park, Dec. 11, certificates in children's gardening were presented to those who have completed the year's course for the preparation of teachers of children's gardening. An address was given by Miss Alice E. Fitts, director of the kindergarten department of Pratt Institute, on "The Value of Gardening to the Child."



Das Fensterlein.

Kind, schau' mein klares Fensterlein,
Dadurch scheint 's Licht in 's Stübchen klein.
Soll Dich stets freun
Des Lichtes Schein,
Mußt Du auch sein
Recht lieb und rein.

Mother Play Picture---"The Little Window"



Mother Play Picture—"The Window"

LITTLE PIECES FOR LITTLE PEOPLE

WHEN THE SNOW COMES

CLARA J. DENTON, Grand Rapids, Mich.

Glad are we when snow comes
And the days are cold,
When the North Wind beats his drum,
North Wind wild and bold.

Yes, we're glad when snow comes
Sparkling in the sun,
How we love its whiteness
This is time for fun.

We have made a snow man,
See him where he stands,
Funny little snow man,
With his frozen hands.

Hurrah, then for winter!
And the falling snow!
Where there are no snow-flakes
We will never go.

THE SCHOOL ROOM CLOCK.

(Children wave the right arm to and fro to imitate the swinging of the pendulum.)

Tick, tock, tick, tock,
Busy school-room clock;
Early rising is the rule,
We must not be late to school,
Tick, tock, tick, tock,
Busy school-room clock!

Tick, tock, tick, tock,
Happy school-room clock!
I'll be happy all the day,
In my work and in my play,
Tick, tock, tick, tock,
Happy school-room clock!

The Snow Man.

I'm a little old Snow Man, ha, ha, ho, ho,
The children made me last night you know,
They gave me nose, and mouth, and eyes, (point to them)
And put on a hat to make me look wise, (point to head)
When the sun comes out, I'll laugh and shout,
They'll not find me anywhere about,
Then clap the hands, ha, ha, ho, ho, (clap hands)
For the funny little old Man of Snow!

THE CLOCK'S SONG.

Sixty seconds make a minute,
Tick, tick, tock,
Tell me what can you do in it?
Tick, tick, tock,
Tho I am but a child at play,
I'll do some kindness every day,
Sixty seconds slip away,
Tick, tick, tock.

Cold winds may blow,
And snows may fall,
But well we know
God cares for all.

When the winter's sun is shining,
Though the ground is white with snow,
With our prism in the window,
We can make bright colors glow.

WHEN SISTER READS TO ME.

Jessie Andrews.

When sister reads to me,
I wish she wouldn't be
Jus' thinkin' of herself!
The books on my book-shelf
Are jus' the ones for me—
But sister doesn't see!
She reads an' reads me books
She likes herself—and looks
Surprised when I jus' frown
An' wiggle, an' jump down—
'Cause I don't like her books—
Don't like their soun' nor looks!
O' course her books are red,
Or green or blue instead—
But 'tain't no pictures in;
An' stories, my they're thin!
My books jus' suit my head—
But she reads hers instead!



January as you know,
Is a month of ice and snow,
Jingle, merry sleigh bells rung.
Jolly fun to ride and sung,
Bunny is educated, very,
See his "J." for January.
Snowflakes falling light and airy,
Thirty-one days has January.

KINDERGARTEN SELF-GOVERNMENT

JENNY B. MERRILL, Pd. D.

Lack of self-control is the ruin of many a career. A serious defect of school systems is that they all too frequently fail to outfit the pupil with principles, and that they do not accustom boys and girls to plan their proper course of action. We see also many men and women who possess no reasoned rules of conduct that usually parents and teachers regard it as impossible, and not worth while to try to get boys and grls to consider what they should do, and conduct themselves accordingly. Yet, if properly approached, children only four or five years old will make their own rules very sensibly, and put them into practice.

What I witnessed recently in a model kindergarten should be a valuable hint to mothers. Twenty children, none of them as old as five years, had been taken an exercise in rhythm for several mornings, each child clapping two blocks of wood together in time to the music. At a given musical signal the child was to lay his blocks on the floor. Naturally, some of the children did not put them down as quickly as others, and there was a tendency on the part of some to play with the blocks. These irregularities were permitted to pass unnoticed for a few days. Then one morning the teacher said:

"Yesterday I noticed that some of you did not put your blocks down quickly on signal. One boy played with his after he had put them down. It is time to have a rule about this. What shall it be?"

"Take his blocks away," "He must put his blocks back in the tray," were some of the responses. The tray was on the floor in the center of the ring of childrn.

"All right," said the kindergartner, "I think that is a good rule. Can ou all remember it? Some of you have heard a big band play. When the man up in front taps with his stick they all stop playing. We want to learn to stop together, don't we? Now, listen for the signal from the piano that tells us to put our blocks on the floor."

"Can we stand them any way we like?" asked one little chap.

"Yes. Any way you like," said the teacher; but do not touch them afterward."

This answer, it seemed to me, was a good stroke of policy and required quick judgment and decision on the part of the kindergartner. Her decision was wise, because children must not be hampered by too many restrictions. Possibly this boy was a little rebel, anxious to preserve his liberty in one way if not in another, and it was quite wise to meet him halfway, and not force him too far.

The children began again to clap their blocks, all evidently listening for the signal. It came. Down went the blocks in unison, but one little girl of four changed the position of her blocks after she had put them down.

"Mildred forgot. She must put her blocks in the tray," was the unanimous cry, for children are very strict about their own rules.

Mildred wept; but she was not excused. The kindergartner, without a word of reproach, took Mildred kindly by the hand and walked with her to the middle of the ring, to keep her company while she deposited her two blocks. It was quite an ordeal for Mildred. She hung her head all the way back, and then hid her face in the kindergartner's lap. Nothing further was said.

At this time there was a chance for two errors in discipline, both of which were avoided. The kindergartner might have excused the first delinquent—especially as she was one of the youngest little girls—or she might have insisted that the little culprit go alone to the center and deposit her blocks. It was most wise to cover the little one's confusion by going with her, else I am sure there would have been a most unhappy scene. The kindergartner was kind, but firm. Every child felt the force of a rule which he had helped to make, and his sense of justice was satisfied.

Later in the morning there arose an occasion for a second rule during games, for, after several weeks of freedom, the moment had arrived to bring about closer restriction, and greater respect for law. The best discipline is a growth.

The second rule, like the first, was formulated by the children, but the occasion was quite different. The object of a certain game with a ball was to keep the ball rolling from one to another, but to take care that it did not roll out of the ring. The purpose of the game was evidently to train each child to observe and act quickly as the ball approached.

After the ball had several times slipped out of the ring, through lack of attention or alertness on the part of some child, the kindergartner said, "I think we should make a rule about this game to help us to be more watchful, so that our ball will not roll out. What rule will help us?"

Quick responses came from several at once, such as, "If any boy lets the ball roll out, he must go after it;" "He cannot play any more;" "He must sit outside."

"Well," said the kindergartner, "these are good rules. Suppose we have it this way: The first time a child misses, he goes and brings the ball back to us. But the second time, he must sit out."

All agreed to these rules. One child asked, "How long must he sit out?" Another answered, "Until we play another game."

"Perhaps," said the kindergartner, "not as long as that. We must give him a chance to improve. I will call him back, when I think he is ready to watch and do better."

Much depends on the tone and the spirit with which rules are enforced. Children are likely to be too severe with punishments. The adult must guide and explain when it is desirable to show mercy or consideration, but must always maintain a strong, firm tone of good cheer and hopefulness.

In the home, self-government should begin in a similar way. Let the child help to make simple rules governing his own actions, and suggest punishments

which he must suffer when he breaks his rules. For example:

"Harry, you have been late at your meals several times this week. Father and I do not like it. We have decided to ask you to help us make a rule about this tardiness at the table. What do you think would be a good rule?"

"I guess I shouldn't have anything to eat, when I am late."

"Oh, no, dear. That would be a little too severe punishment. Suppose we make it a rule that you get no butter or no sugar when you are behind time. Which do you choose, no butter, or no sugar?"

"I choose 'no butter' first, and if I am late two times in one day, I mustn't take either," says Harry.

"That will do very well, my son. No one need know about our rule except you and me. If any one passes you the butter, you can say. 'No, thank you.' "

"But if I say 'No' to sugar, too, mother, every one will notice it, and be surprised."

I hope that one lesson will be all you need. Perhaps you will be on time after this, and will place my chair for me. I always like my little son to do that."

Conversations of this nature appeal to the child's intelligence and do more to make him thoughtful than any amount of undignified scolding. Take another instance. Suppose Mary has a habit of delaying whenever you call her, and says "Wait a minute."

"Mary," you say to her, "do you know how many times you have said, 'Wait a minute,' to mother this morning?"

"No, mother."

"Well, Mary, I have counted five times. What are we going to do about it?"

"I don't know, mother, I didn't mean to say it so many times."

"How would you like to try this rule?—Every time you say, 'Wait a minute,' sit down and count sixty and wait just a minute?"

"That is a very funny rule, mother, but I think it will help me to remember."

Take the instance of the noisy boy:

"Jack," you say, "it isn't polite to slam the doors, as you have a habit of doing. Can't you make a rule to help you break this habit?"

"I could go back and shut the door quietly, as you told me to the other day."

"All right, Jack. Will you make this your own rule? You know you were quite cross about it when it was my rule and I don't like cross boys any better than noisy ones."

"I'll do it, and I won't be cross, either. And, if I am cross, you must tell me I promised not to be."

It is not to be expected that all boys and girls will respond so amicably, but if, from quite early childhood, children are treated as reasonable beings, they will soon be able to obey to some extent self-imposed rules. A child more easily sees the right of a rule, if he helps to make it. He is inclined to submit more graciously when his own rules turn upon him. Not alone is the child less rebellious, but the equanimity of the parent can be maintained more easily when such a method is employed to check naughtiness and carelessness.

Great care must be taken not to be too severe, and also not to make exceptions. Keep strictly to the rule. Simple, steady discipline results in establishing good habits while severe penalties turn the child's attention away from his offense and toward his suffering, and often create contumacy and obstinacy, or a cringing fear, which destroys character.

Many schools and colleges are making attempts at self-government. The principle is the same at all ages, and, as I have tried to illustrate, may begin in the "school of infancy." Its application to older children may be of interest and help to establish the principle.

Some girls in an institution had become impertinent, to their own injury and to the bad example of younger girls. You know there is an age when girls rather enjoy "answering back"; it becomes a kind of repartee. As these older girls were earning a trifle each month, and thought a great deal of the money, it was decided to impose a fine for each impertinent answer. Not the slightest improvement resulted. The fines seemed only to make them angry and provoke additional impertinence, naturally directed at the person imposing the fines.

Finally the superintendent of the institution called a meeting of these troublesome girls, and said to them: "My dear girls, we do not want to take your money from you, but we do want to keep you from being rude girls. Perhaps we have been too severe. In future, we will not collect fines, but we shall enter them in this book. As soon as a girl stops her insolent replies, we will cancel all her fines. Do you accept this new rule? Will you help yourselves to improve? Will you remind each other?"

Moderation of the punishment, and the conference at which the girls were led to think, caused a revulsion of feeling, and finally the impertinence was altogether stopped.

The value of co-operation in punishment was clearly shown by another case, in which theft was the offense. The rule was made that the first offense should be punished by writing the name, the date, and the offense with a lead pencil in a special record book, with the proviso that if there were no repetition of the fault within a given time, the offender should have the privilege himself of erasing the incriminating record.

Making such a formal record is impressive and somewhat mysterious to the child, and such a punishment is more dreaded than you might suppose. There was marked eagerness for the arrival of the date when the record could be expunged. The rule provided that a second offense should be recorded in ink; the promise of erasure was still given, but the use of ink made the purging of the record more difficult and added to the penalty.

In the home there are many minor deprivations that the child may be led to suggest, according to his age. If he is led to forecast and suggest rules him-

self, he is more likely to become thoughtful nd self-governing. When there is no such co-operation between parent and child, all the child's mental activity may be directed into opposition or brooding. If he is treated like a human being, the child is led to see the relation between the deed and its result. His mind is largely concerned with his own part in the transaction, and therefore not as likely to dwell morbidly on the punishment imposed by parent or guardian, or to assume an attitude of martyrdom or of having been unjustly dealt with.

Within the past decade a great deal has been said and written about self-government in schools. Much of this savors too strongly of adult life; but these simple plans by which the child enters through co-operation naturally and gradually into self-government, are not too formal. They recognize the child's rights, tend to establish politeness and minor morals, and will assuredly prove a stepping-stone to the thoughtful conduct and character as the years advance.—*Mothers' Magazine, Elgin, Ill.*

BRINGING UP THE THREE-YEAR OLD

Every mother of a lively youngster just out of babyhood, hanging about her skirts most of the busy day, faces the question before she is aware of it: "How soon will this child need more than I am able to give? How can his little head think of all the things he asks me? Where did he ever get such an idea? Why doen't he play by himself? How in the world shall I keep him busy and contented all through today and tomorrow and then the next day?"

Where there are two or three little heads in the family the case is not always so urgent; on the other hand, it sometimes means three questions instead of one, not to mention the pretty constant settling of difficulties between the older, who know, and have, and the younger, who know not and have not! Too often it is not the mother who faces this rapid fire, but the less competent nurse or the wholly incompetent nursemaid, if not the housemaid, cook, laundresses or whoever can be drafted for a few hours of emergency relief.

What about the kindergarten, then! The quite natural first impulse is to exclaim: "My boy is too young for that—he won't be even three until next month. I don't want him forced. True, it is only three hours a day, but I can tell him all he needs to know right here." The mother cannot realize that the little fellow is no longer a baby, and so the inevitable "turning off" process goes on as best it can, with the incidental help of the domestic staff or the neighbors' children so far as opportunity will permit.

But what is the kindergarten after all? What does it really do?

No greater mistake could be made by the thoughtful parent than to imagine the kindergarten, for children from three to five or six, a forcing institution. Just the contrary. Its real effect is nearly always an immense gain in the child's contentment and happiness, a general "easing-up" of the high-strung little organism, because of the order and rhythm of the new surroundings for these morning hours, the thoughtful and never impatient attention to his growing needs, and the more varied and interesting outlet for his superabundant energies

The simplicity and naturalness of the Froebel system, when applied as its devoted founder intended, and not mixed up with showy fads and individual "isms," adapt it perfectly to the state of mental development and physical activities of children no more than three years of age, in many cases even younger. It meets them upon their own level, grows and expands with them from week to week and month to month. The true kindergarten goes hand in hand with the child, never drags or pushes. Based as it is upon a faithful and scientific study of the natural relations of mother and child, it is found that children of three and even less, interest themselves in its simple occupations as readily as and usually much more happily than they do in the numberless things that attract their constant and more or less unsatisfied attention at home.

The kindergarten is not a "school." It is in truth, a "child's garden," wherein their own normal and healthy activities are given wider play and interest. Their energies are merely guided, in the simplest ways and without pressure, so as to form the beginnings of right ideas of form, order, color, sound and nature life, as well as the right habits in their relations with each other, all of which can hardly begin too soon, and if begun wrong must be unlearned at cost, later on.

The normal child, from the time it is able to walk and speak, is a little engine of incessant activity, whether at home or on the street or in the kindergarten. He is in constant search of information about everything he touches, and of new means of activity and will find them, whether we wish it or not, in whatever is nearest at hand. To keep him at home does not lessen or suppress this inquisitive energy. It may even increase his irritability and nervousness by reason of the inability of busy parents to give the little mind the serious and patient attention it demands.

The kindergarten simply meets this condition. It does not go beyond it, does not force upon the child's attention anything in advance of its own needs and powers as they normally develop. There is no "keeping up with the class;" the youngest and slowest find at all points and all times occupation and interests suited to the individual needs and state of development.

In other words, it is in no sense "schooling." It is merely the natural guidance of energies and demands implanted in the child nature, and which will inevitably find outlet and expression, if not in one way, then in another.—*Boston Transcript.*

BOSTON

Miss Anna R. Leonard, a former kindergartner and later teacher of Visable speech, died in Boston, Dec. 2.

Little Games For Little People

NO. 7. GAME TO TEACH DAYS OF THE WEEK

LAURA ROUNTREE SMITH.

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The children stand in two lines. They choose Cupid who runs between the lines. He holds a large pasteboard heart on which are written the days of the week.

The children in the lines skip forward and back singing, Tune, "Yankee Doodle."

Oh February days have come,
And we will play this morning,
Saint Valentine is coming soon,
We give you all fair warning.

Chorus.

Who will get the valentine?
To and fro we're going,
Who will get the valentine,
There's no way of knowing.

The children in the lines now pause and Cupid runs through the lines with his heart. He skips up to any child naming, "Monday" or "Tuesday," or any day of the week he wishes.

The child called upon must spell the name correctly or step out of the line and be out of the game.

If he answers correctly he and Cupid change places.

The children in the lines skip to and fro as before and the game continues.

It may be played any length of time.

THE MONTH

LAURA ROUNTREE SMITH.

(Book Rights Reserved.)

The children stand in a circle and pass a bell from one to another singing, Tune "Coming Thro The Rye."

"Oh the New Year's bells are ringing,
In the steeple high,
Merry, merry bells of New Year,
Sing, "Old Year, good bye."
Ringing, singing, ringing, singing,
We can hear them call,
A happy, happy, New Year,
Happy year to all."

The child who holds the bell runs inside the circle and says "How many days in January? (or any other month.) The child he asks must answer correctly, or go out of the game.

They all form a circle again and pass the bell around while singing as before. The game may continue until only two are left.

The bell is made of paste board and has the names of the months written upon it and the correct number of days in each month, so the child holding the bell will know the number of days in each month.

A New Year Game.

The children sit in chairs and choose January. He points to them quickly, giving them names of days of the week. The children say:

"January has come to town,
January in snow-white gown,
Oh January, whom do you seek?
For here are all the days of the week!"

January now points to any child, as Monday, and Monday says:

"I am Monday, I hope you know,
I will go with you over the snow."

January and Monday skip out of the room, return, and Monday takes her place.

November chooses another day who replies in the same way.

They skip out of the room and this continues until January has chosen all the days of the week.

January then says:

"There is one day that is very welcome here."

The children reply:

"Oh, can it be the *Little New Year?*"

January says:

"Yes, it is *Little New Year's Day.*"

The children now rise and form a circle around January and he tries to break through the circle; if he does so the game is ended. If he cannot break through he may name a child to take his place.

This game should help children to become familiar with the days of the week.

This little rhyme may be learned and the first child in the circle to give it may take January's place.
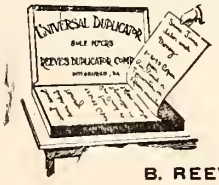
Oh New Year, Happy New Year,
We'll all be good and true,
We'll all shake hands ,and bowing say, (shake hands, how)
We will do a kindness every day!

These little games may be played in a variety of ways.

Seven Days.
Sunday, Monday, Tuesday,
Who will follow after?
Wednesday, Thursday, Friday,
Saturday, with laughter!
If these lines you can recall,
You will name seven days in all.

He that can have patience, can have what he will.—Franklin.

Persecution is not wrong because it is cruel, but cruel because it is wrong.—Whately.



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RURAL SCHOOL IMPROVEMENT

Secretary of the Interior, Lane, in his annual report, urges the improvement of the rural schools, which no longer represent American ideals. They have not kept pace with industrial advancement, with the development of society by leaps and bounds, with the radical changes in mode of living and thinking in the last fifty years. The "little red schoolhouse," except for no longer being red, is about what it was when we used dirt or corduroy roads and oxen and thought that the history of the United States, of England and of the Ten Tribes of Israel constituted the only known records of the human race.

Indeed, Secretary Lane says that our rural educational methods are worse than they used to be when they were considered good. The rural teacher, on the average, is paid less than the sewer digger, and teaching positions in the country schools are held only by young men who get out of them just as soon as they can get another job, even if it be nothing better than a job as clerk in a store. If good teachers are by misfortune compelled to remain in country schools they find themselves, because the system is fifty years and more behind the times, as much handicapped as if they, too, were incompetent.

Nobody could be much more helpless than an American school boy when he graduates from a public school of the rural type, and some city schools are also of that type. The late Booker T. Washington gave the Southern negroes better educational ideals than the Southern whites possessed. The Tuskegee Institute was the other day characterized by Dr. Woods Hutchinson as a contribution of genius which we may all freely copy. It is small wonder that the Southern whites needed the "grandfather clause" to protect themselves against the educated negro vote of this generation while preserving the vote of the illiterate whites.

If the Secretary of the Interior can shake off the fetish of the old recitative rigmarole from the rural schools, he will be doing much. The country is full of people who boast of their useless derivation from the ritual of the little red schoolhouse, with its prison-like grip and its educational insufficiency, but who are very careful to adopt in their industries and business modern methods which they most certainly did not learn in school. There are also those absolutely hopeless people who think that they have modernized education when they have extended their compulsion methods in playing with blocks or making tiles.

The school should be a world in miniature which the individual child is encouraged to explore. The Gary plan, the Tuskegee plan, the German industrial plan, the Montessori plan and all the rest of those new educational devices are more significant as protests against prevailing futility than attractive as perfected methods.

GEMS FOR MEMORIZING

For every sunny hour,
A drop of rain.
For every cloudy day,
The stars again.
For every passing care,
A mother's kiss.
And what could better be,
My child, than this?

If a task is once begun,
Never leave it till it's done.
Be the labor great or small,
Do it well or not at all.

I see the moon
And the moon sees me,
God bless the moon,
And God bless me.

Softly from the sky are falling
Snowflakes white as lilies fair;
Gently to each other calling,
As they float down through the air.

Merry bells, Christmas bells,
All the world's humming,
All you see are full of glee,
For Santa Claus is coming.

This is the way the snow comes own,
Softly, softly falling.
So He gives His snow like wool,
Fair and white and beautiful.
This is the way the snow comes down,
Softly, softly falling.

TRAINING THE BABY

SATELLA J. PENMAN, San Diego, California

In a play-room screams from Lassie,
Brought a mother quick to see,
Little daughter frantic, crying,
"Oh! Oh! Baby's killing me."

Gleeful baby, all his fingers
Into tousled yellow curls,
Thinking they were made for playthings,
Big boys think the same of girls.

Mother rescued Lassie, saying,
"Yes, it hurts, but he don't know
How it hurts. Of course we'll teach him
When he's big and tell him so."

Moments later, shrieks from baby.
And again the mother goes.
Lassie answered, "Yes, me teached him;
'Twas weal hard. But now, he knows!"

HINTS AND SUGGESTIONS FOR KINDERGARTNERS AND PRIMARY TEACHERS

By BERTHA JOHNSTON

Who that has ever enjoyed lying on her back on a sunny day, gazing at the sky and sun through the interstices of a straw hat, or looking at the light through the pinholes pricked in the outlines of a drawing, can dispute Froebel's reminder of the child's pleasure in such experiences? The wise mother and teacher will take to heart the lessons Froebel derives from these inclinations of the child, and so will be ready when a fitting opportunity comes to inculcate helpful and inspiring ideas that will benefit and sustain the child throughout the trials and temptations of life.

The thought of the first little song is impressed in the Pestalozzi-Froebel School (at least we were interested when visiting Sesame House, London, to see it thus emphasized) by having the children wash the window-panes. A little boy stood on a little bench and with water in a basin and cloth, gave the panes a vigorous cleaning, which truly exercised the larger muscles. Other little folk washed the glass vases for the flowers which they later placed in them. When all was clean and bright, the children listened to the story of "The Golden Windows."

In Mothers' meeting, this Commentary would be excellent to discuss and the mothers could be asked to occasionally let the children help in washing vases, and the glass globes of the gas and electric lights so that the light will shine through undimmed.

Let us study the pictures in some detail and see what suggestions they offer for Gift, Game, or Occupation work, either for kindergarten or the grades, remembering that the thought of the second picture is the child's delight in the sunshine and his feeling that there is a common bond between them, altho so widely separated.

Looking at the first picture, The Little Window, we note the principal drawing, with the three children, one barefoot boy gazing intently out of the small diamond panes of the window with its broad seat. There is the little girl looking through the perforated paper, and the small boy peering through the interwoven splints. We see the glass and the jug, and the bench.

In the upper right-hand picture is the child at the top of the cellar-steps, with the mother below, filling a jug with cider or vinegar. In the left-hand picture is seen the crying boy, walking beneath the beautiful over-arching trees, through which the sunlight flickers in a lovely pattern on the path. There is the rustic fence of interwoven boughs, and in the distance the house with its two sorts of windows, those in the wall and the dormer in the roof (derived from dormir, to sleep, since they were first associated with sleeping-rooms).

Compare this leafy arcade, with the columns and groined ceiling in the second picture. What relation may the one have to the other?

Stories—Appropriate stories, suggested to some degree by these pictures, are "The Golden Windows," "Prince Harweda," and also the old fairy tale of Clever Elsa. We see also, the hands at top of page, and the beautiful lilies and fuchsias, that so love the sunshine.

In the second picture, there are two mothers, with the babies, so absorbed in looking through the windows at the rising sun. We can just see a few of the diamond panes of one odd-fashioned window, and the railings at the base. Then there are the beautiful gothic window at the end of the hall, and the columns previously referred to. Through the window we see a church steeple, with windows, and a picturesque corner window.

Gifts.—With blocks, the various shaped windows may be imitated, the bench, the steps.

Let the Second Gift box represent the cellar. With six Fourth Gift blocks make steps descending into it. The two remaining bricks place at the other end of the box and upon them rest the cylinder, as the barrel. The two large cubes may form the floor of the kitchen at top of the steps. The sphere is the little girl who runs down the steps sometimes, on an errand for mother. Or, place one cube on top of one end of the box, the other at the other end, and use the tops of three Second Gift boxes to form sides and top of cellar. Use the cover of a small box for the cellar door, to let in the light.

Make window frames of sticks for various shaped windows; also make design for fence out of sticks, and out of twigs saved from Christmas tree.

Make window frames of sticks and peas, and let children hold up and tell what they see through their windows.

Clay.—Make jugs and cups to carry water. Form in clay outlines or frames of windows and put in these small pieces of glass that can be saved from honey boxes. Let clay dry like putty. Allow only older children to handle the glass.

Splints.—Weave splints and have children peer through them. Also let sunshine filter through. Ask children to observe patterns they see made by sunshine through foliage or between leafless branches.

Paper.—Prick some design in paper and hold up to light. This will connect with the making of the constellations suggested in the December number.

Tell children of how in many countries, to raise money, the Government formerly taxed every window that had glass in it, and so many people used oiled paper instead of glass. Put oil on some paper and let children see the difference. How thankful we should

be that we are not so taxed. How can we show our appreciation? By keeping our windows clean and shining. Let children wash some of the kindergarten windows. Let them watch reflection of light from a water-filled glass.

When science proved by the light refracting spectroscope that distant stars contained the same elements as our own world, it showed indeed, that a physical unity exists between all created things, and that an inner unity unifies things that may be as widely separated as the wee baby and the far-away star that sends down its beams to gladden us all. Altho it may not do this consciously, literally, for love of the baby, yet metaphorically we may use this language, which expresses our sense of kinship with all life.

Why did people originate stained glass windows? Because light in Italy was too brilliant to be borne, hence it was dimmed somewhat by coloring it, and then the artists made beautiful designs to make the churches more glorious still. When we look at an eclipse of the so brilliant sun, we look through smoked glasses. Our eye may not bear the unobscured light.

Talk about the many shining things we have seen. The moon, stars, sun, phosphorescence, light of fireflies, Christmas candles.

Tell how sunlight kills disease germs. Importance of lighted streets. Do evil-doers like the light? Should we be afraid of having the light suddenly thrown into our cellars or our closets? Or our characters?

If light in some countries or in our own, at some times of the day or year is too bright, how can we adjust ourselves or our home to it?

THE BROKEN WINDOW PANE

By Bertha Johnston

Teddy is a poor shot—
He threw the ball too high,
And broke John Tompkin's window,
Who straight began to cry:
"Bad boy! Bad boy!
Why do such children their neighbors annoy?"

Teddy told his mother—
She shook her troubled head,
Then sent him to the glazier's
A mile away, who said:
"Good lad! Good lad!
To own a fault shows you're not very bad."

The glazier mends the window,
(Taking a board away.)
Then Teddy calls on Tompkins,
Who shakes his hand, to say:
"Brave child, not afraid of the light;
Take some of my flowers to make your room bright."

Ask the children what is meant in the foregoing verses by the line, "Not afraid of the light?" Is it to be taken literally?

Have older children stand a pencil, or some other slender stick, in a spool on the floor in the sunshine at nine, twelve and two o'clock each day or perhaps only once a week, marking on the floor where the shadow falls, and note the difference from week to week. Describe sundials and tell how they were used to tell the time of day. Also how woodsmen tell the time approximately by noting where the shadows of the trees fall, and their length.

CLOCK GAME

To teach the children how to tell time by the clock make a cardboard face of a clock, with movable hands, and point them so that they say the exact hour "nine," "ten," "eleven" o'clock, as the case may be. Then, when the hours can be told correctly, teach the fifteen minutes past, the half hour and the like. The children must have previously learned to know the numerals used upon the clock face.

When they know pretty well how to tell time, let them play this little game:

Place twelve children in a circle, each with a numeral attached so that they represent the face of the clock. Let two children stand in a small ring drawn in chalk in the center. They represent the hour and the minute hand respectively.

Another child stands at the cardboard clock face and moves the hands so that they say "nine" o'clock. Then the two "hands" run to the indicated numbers in the circle. If right, they return to the center and the cardboard clock is changed perhaps to ten twenty-five. The children run again to the numbers indicated. If one makes a mistake she must change places with the one in the big circle who takes turn as a hand.

DEPARTMENT OF SUPERINTENDENCE, N. E. A.

The Department of Superintendence will hold its meeting in Detroit, Mich., February 21-26, 1916.

The Tuller and the Statler Hotels have been designated as headquarters, being situated directly across the street from each other and but one block off Woodward Avenue, the main thorofare of the city.

The general meetings will be held in the Arcadia, on Woodward Avenue. The smaller meetings and the meetings of the affiliated organizations will be held in the Convention Hall of the Hotel Statler, in the Auditorium of the Y. M. C. A., in the Board of Commerce Auditorium, in the Cass Technical High School, and in the Twentieth Century Club.

It is now expected that the commercial exhibit will be divided between the Roof Garden of the Hotel Tuller and the Convention Hall of the Pontchartrain Hotel. It has been impossible so far to secure any place sufficiently large to hold the entire exhibit.

The Central Passenger Association, the Trunk Line Association, and the New England Passenger Association have each granted open rates on two-cent mile basis in connection with the meeting.—For further information relative to dates, etc., address D. W. Springer, Secretary, Ann Arbor, Mich.

HINTS AND SUGGESTIONS FOR RURAL TEACHERS

CONDUCTED BY GRACE DOW

DEAR RURAL TEACHER.—In undertaking this department I trust that my somewhat extended experience in rural schools and my subsequent normal training and city school work may assist me in making it practically helpful to you in your work with the little children. I understand the tremendous tax upon the time of any rural teacher who is trying to do good work, the wide range of studies, the constant temptation to neglect the little ones for the apparently more pressing need of the older classes and the lack of equipment necessary for the best work. My hope is to assist you to secure better results with the small children, and I shall unhesitatingly recommend the intelligent use of kindergarten material as likely to produce the best results with least expenditure of time. How to use this material, what to select, what substitutes, etc., will be discussed from month to month in these columns.

JANUARY

"Manners are something with everyone and everything with some."

The Golden Rule is the basis of all good manners.

An educated rascal is far worse in his influence upon society than an uneducated one. Character building should be the principal aim of all really good teaching. Good manners should be the outgrowth of good will, and good manners if properly taught the child, react upon his heart and produce a genuine desire to give others no discomfort. Strive to have courteous acts spring from the desire to be kind rather than for the sake of appearing well.

It is true that he who does nothing for others, does nothing for himself."

The following topics may be used for morning exercises:—Entering and leaving a room; laughing at others; treatment of strangers; treatment of parents; how to eat; conversation at the table; noisy and boisterous conduct on the street and in public places; making yourself agreeable.

"Kindness—a language which the dumb can speak and the deaf can understand."

DRAWING.

The holiday toys will in many cases be interesting material for drawing lessons. The children will enjoy bringing them to school, and after describing each toy, they may draw all, or if too complicated the simpler parts only. They may be colored, and stories written about each.

Suggestive models for the month besides toys are dinner-boxes, pails, cups, winter vegetables, snow flakes. The same models may be used for paper cutting and folding.

Do not neglect the January calendar which may be decorated with a snow scene, the Eskimo dog and boy, the Eskimo house, boys with sleds, snow-balling, or snow forts.

BUSY WORK.

Straw ornaments—Cut straws in pieces one-half to an inch in length, cut pieces of card board in different shapes as circles, squares, four pointed stars.

Strings of these may be made in a variety of ways, by using a straw then a circle, then a straw, followed by a star, thus alternating till the string is complete. By the use of colored Bristol board very attractive strings can be made.

Bead work—For the very young children we suggest the wooden beads and cubes, and for older children the round and long beads. Make strings by using several beads then a cube, or several round beads followed by one or more long beads.

Drawing stencils—Procure a box of stencil drawings, as these are both instructive and interesting. The outline of the object may be drawn by short lines through the openings on the stencil, then the copy may be removed and the lines connected forming the complete animal or object. Pupils may complete the designs by adding to same shading or coloring.

Paper weaving—Cut long strips of card-board about one-half inch in width, also strips of construction paper about one-fourth inch in width. Pass the narrow strips across the cardboard diagonally in various ways. The designs thus made may be used for bookmarks or picture frames.

INDOOR GAMES

During the winter months there are many days when it will be uncomfortable for children to play outside long at a time, and indoor games should be provided for the recess time, and for pupils who remain at school during the noon hour.

With Balls—The pitcher throws to each child in a row, who returns it, and if the pitcher fails to catch the returned ball, another takes his place.

Suspend large rings or covered hoops from the ceiling, and practice throwing through them at different distances.

Pupils may bounce the ball upon the floor, or against the wall, catching it with both hands, or with left hand, then with right hand.

With Bean-Bags—A regular board may be made with openings through which the bags may be thrown, or pegs may be placed on the board and circular bags used, the aim in the latter case being to throw the bag over the peg.

Place a small ladder against the wall, and throw the ball between the rounds.

With balls or bean bags pass them down each row with the left hands, and return to front with right hands. The object of the game is to determine which rows can pass them most rapidly.

Running games.—Select a number of pupils, one more than the number of vacant seats to be used in the game.

Send the pupils some distance from the seats to be occupied. At a given signal all are to run for a seat, the object is to see who looses his seat.

The game of tag in various forms is enjoyed. All the pupils may be seated, except two or more leaders who tag the pupils who are to catch them before they reach a seat vacated.

ANIMAL STUDY

The Dog—In connection with this study secure as

many of the following noted paintings as possible, and make a study of one or more of them:

My Dog, The Highland Shepherd's Chief Mourner, and a Member of the Humane Society, by Landseer; The Shepherd Dogs, by Rosa Bonheur; Miss Bowles, who holds in choking embrace her spaniel, by Reynolds; The Mastiff, by Flambeau.

Bring out one of the strongest characteristics of the dog, its devotion to its master. The children will be interested in stories of the Eskimo and dogs, the Laplander's dog, the St. Bernards and the rescue stations for lost travellers among the Alps mountains, and the shepherd and his dog.

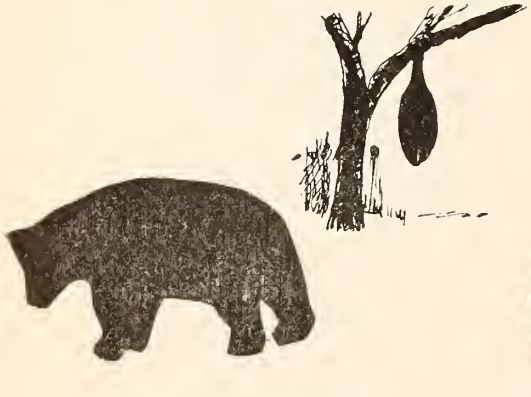
There is no better way to teach kindness and gentleness, and manners are but the outward expression of a kind heart.

"The trouble is, that folks won't learn
A little dog's plain speech;
If they'd only pay attention,
Most any dog could teach."

SOME HIDING-PLACES

F. G. Sanders, Toronto, Ont.

"Listen boys and girls" said Mother Nature, "and I will tell you the hiding-places of some of my children. They are now safely tucked away in a snug spot where they will sleep till cold winter is past.



"The frogs, toads, worms and mud-turtles have burrowed into the ground. They have holes just big enough for their bodies.

"Father Bruin and his family are sound asleep in their holes in the forest, or on the mountain-side. They dug the holes with their paws and lined them with leaves.

"The busy bees have crept into a honey-filled hive. They have sealed up the door, and are now having a well-earned rest. But the wasps have to be satisfied with a corner in a barn or a crack in a chimney.

"The caterpillar now swings in its winter cradle or cocoon. No matter how cold the blast is, it cannot harm the sleeper.

"The raccoon crawls under the barn and burrows into the earth. The barn shields him from Jack Frost.

"Squirrels and chipmunks lay up a good store of nuts in their nests and so they do not need to mind how long they sleep.

"The rabbits do not want a rest so they take refuge in deserted ground holes or in brush piles, and come out at night to pick at the weeds, bark and twigs. Their track in the snow can be easily seen. It looks like this



"The song-birds flew south at the beginning of winter but the sparrow and many of our hardy birds remain with us.

"If you find any of these hiding-places, do not waken the sleepers."

LECTURES ON MONTESSORI SYSTEM

Under the auspices of the New York Chapter of the Montessori Association a tea was held Dec. 14, in the East Side Settlement House, 520 East Seventy-second street, New York. Miss Adelia McAlpin Pyle, who traveled with Mme. Montessori for many years, spoke on the adoption of the Montessori system of education in the schools of Spain.

The Grand Rapids Kindergarten training school gave a most enjoyable Thanksgiving entertainment at Grace parish house the afternoon before Thanksgiving.







KISSES

Miss L. Pond

I'm such a very little girl,
I can't do much but play.
And kisses are the only things
I have to give away.

When given to my dear mama,
She always calls them sweet.
But how she knows I cannot tell.
For they're not good to eat.

When papa buys me pretty things,
He always loves to say,
Give me some kisses, little one,
I'll take a few for pay.

I put my arms around his neck,
And give him three or four,
"My little honey-bunch," he'll say,
"Your daddy must have more."

OUR CUTTING LESSON

BY OLIVE WILLS

One day when studying about the life in Holland, he windmill, the fine cattle, the farmer's cheeses—not orgetting the gorgeous tulip fields—we had made so nany mental pictures of a Dutch farm we decided to nake one in miniature. Each child's interest was awakened to contribute something of their cutting for his wonderful farm. Of course this work took several lays to accomplish, and some four or five pictures were made in the school. A piece of drawing paper arge size, was colored to represent the grass and one narrow stream. The Holland canal—A long narrow picture, (Fig. 1,) was then cut of windmills, house and trees. The best cuttings were chosen and pasted along the back edge of the field paper, this was folded to stand upright and thus give the effect of distance. We were now ready for the farm. First make a large windmill. Some of the people live in the upper stories

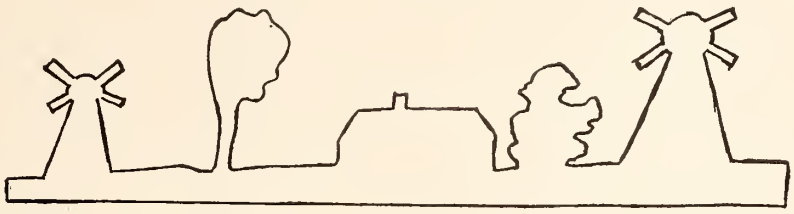


Fig. 1.

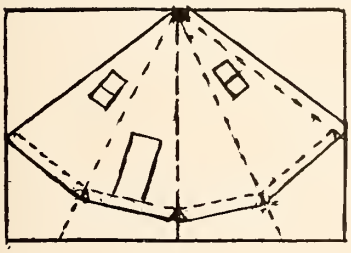


Fig. 2.

of the mill. So it would be home as well as mill.

A paper "6x12" fold and cut as shown in Fig. II. Cut on the solid and fold on the dotted lines. Cut out a door and line the windows. The laps at the bottom are to paste the mill to the paper ground. The fan is made of a "4" square cut on the diagonals from the four corners quite near to the center. Roll back four ends and fastened to the center with a bit of paste; at-

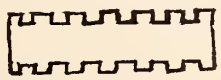


Fig. 3.

tach to the mill with a pin. The bridge is a strip of paper 1½x5 in. cut as Fig. III, the projections in the sides being folded up to look like the side railings. The ends are pasted one on either side of the stream so as to make a slight curve. A women's figure was placed on the bridge. Several men and horses, cattle, a goose, a pig, etc., were arranged about the farm. These were cut with longer legs so that a trifle could be folded and pasted to the ground and thus make the figures stand about. These also make interesting work for their color lessons. Of course color before pasting them.

In January we will live over and over the happy experiences of the Christmas season, for little ones love to tell their teachers of their gifts, their sports and their happy surprises and how better can they express their stories than in picture making, when the heart is full of joy and the mental pictures are so vivid, so real—there are few children, indeed; who say "can't"—all have a firm belief in their ability to make a picture, at least, crude seeming as it is as the Cubists claim a sincere expression of their thoughts and emotions, and they can see far more in their pictures than can the casual observer.

THE ADOPTED BABY

They laid the little bundle in the crib—
  It was whimpering and shivering with cold;
Oh, mine the tongue that always chattered glib!
  Oh, mine the fingers powerfully bold!
But I touched that silken head
And my heart-strings snapped and bled,
  And I sank before it pitifully old—
    Wee bundle!

I craved its nearness with a holy fear,
  And the mother-passion in me hungered, torn.
Upon its forehead glinted wet my tear,
  But my body cowered impotent and worn.
And I called out in my pain
To the mother down the lane
  And the seven sturdy younglings she had borne,
    Wee baby!

But before her footsteps echoed on the way,
  There came a plaintive peep from out the nest.
I started back at first in my dismay,
  Then I hugged the little being to my breast!
All God's promises came true!
I mysteriously knew!
  And the baby, cooing, taught me all the rest—
    My baby!

JANE BURR.

Miss Hilda Allen has opened a kindergarten on 19th street, Wheeling, West Virginia.

EARLY PRIMARY WORK AND ITS RELATION TO THE KINDERGARTEN

JENNY B. MERRILL, PD. D.

NUMBER LESSONS ON THE CALENDAR

During January, the children in the first year, will enjoy finding on the calendar the numbers already learned. Secure several calendars and if possible, include one which shows but one day at a time.

Upon such a calendar the figures are large and impress themselves forcibly as the leaf is turned or torn off each day.

It will be a fine result if all the children learn thus to read numbers to 31 during January, slowly but surely.

Save the leaves as they are removed, letting a different child remove one each day and put it carefully away in a pretty box.

In seat work, let children take turns in having this box to play with. Suggest mixing the numbers up, and re-arranging them in order.

Have a large calendar on which the whole month appears on one sheet to aid the children in reproducing the order correctly, or otherwise write the order on the blackboard.

Secure a large advertisement calendar of 1915 and use the old sheets for cutting out the numbers.

The children may play a game with these numbers, similar to the well known French "Lotto," by placing or pasting the numbers cut out upon another sheet of the calendar, as 15 on another 15; 26 on 26, etc., until all the 31 numbers are covered.

This practice reviews the first three groups of tens. It is best at first not to explain about "tens" place.

Another old leaf of a calendar may be given each child with directions to color all the "odd" numbers, or all the even ones.

Dr. Montessori suggests a simple game of "odd" and "even" numbers.

Give the children a definite number of small objects and let them practice with the numbers from 1 to 10, arranging them in twos to see which numbers always have "one" left standing alone, as:

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
II	II	II	II	II	II	II	II	II	II
		I	II	II	II	II	II	II	II
				I	II	II	II	II	II
						I	II	II	II
								I	II

All the numbers that have "one" left standing alone are odd numbers:

1, 3, 5, 7, 9.

All that have only twos are even:

2, 4, 6, 8, 10.

After some practice, the children can play it as a game.

Give each of ten children a large number on a card. All who have the even numbers step in line—All who have odd.

Appoint a captain to walk down each line and see who are right.

The calendar may be used in later grades for impressing "sevens." Each column may be used to practice addition of seven, or reading up instead of down.

The subtraction of sevens.

This will also aid in finding dates, as, name the dates on which Sundays come, this month's Mondays, etc.

The advantage in using a well known object like the calendar in number work is this:—Use always appeals strongly to the child, and he is likely to see the calendar in constant use at home and in stores. In the home, old calendars are often thrown away. The child will now rescue them and invent plays with them, thus using them himself in review. Children love to find their own birthday on the calendar.

As the year advances, let the children hunt for the months that have 30 days, then 31. February will serve to fasten 28 and 29 in memory. When older, let the children add all these days to find how many days in the year.

GROUPING NUMBERS

Some practice is given in the kindergarten incidentally in grouping blocks, sticks and seeds by 2's, 3's, etc. Such practice is also very marked in the kindergarten "weaving formulas." Weaving has been often omitted on account of the possibility of eye strain in young children, but it could well be used in the first year. Then mats may be veritable number tables of twos, threes, fours and fives.

The children delight in arranging blocks and sticks in regular procession, two by two, thus forming a two table. Their own marching may occasionally serve as a lesson in counting by twos, threes, and even fours.

The regular groupings on dominoes is very helpful in fixing the number combinations to 12. It would be well to take a few dominoes at a time. Draw them on the board for the children to copy. Represent some of the combinations with seeds or shells. These arrangements strike the eye and help the memory, as:

(See illustration on following page.)

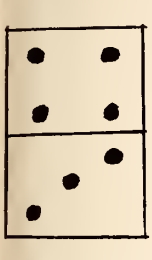
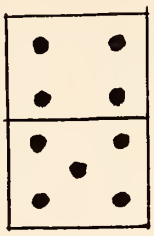
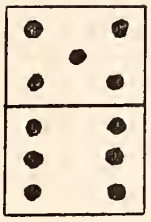
All of the combinations need not be used. A few that the children find more difficult than others may be impressed in such games.

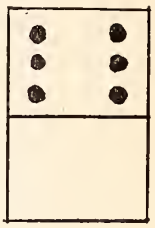
Practice in quick vision is helpful and amusing. Make cards or use dominoes for this exercise, or raise fingers and hide them quickly.

GROUPS OF TEN

All this grouping paves the way for addition, subtraction, multiplication and division tables.

Grouping by tens is most important as a basis for our decimal system of notation and also for money values.



Ten splints or strips of cardboard should be tied in bundles. Have the children count the bundles as, *one* ten, *two* tens, *three* tens, etc., etc., to *ten* tens.

Let them illustrate numbers as you call for them as:

Three tens and four sticks: 34,



Much practice in this exercise is needed to enable the children to understand our notation. Write the numbers in regiments—calling for the captain of each regiment, as:

10	20	30	40	50 etc.
11	21	31		
12	22	32		
13	23	33		
14	24	34		
15	25	etc.		
to				
19	28			

Have the numbers read thus:

2 tens, 20, 3 tens, 30.

2 tens and 1, 21. 3 tens and 1, 31, etc.

When in London, during the winter of 1913-14, our attention was attracted by the following notice:

Asking for enlightenment, as to what such announcement meant, we were told that it originally was addressed to bicycle riders and informed them of the hour at which they must light their lamps, under penalty of the law. At present the same rules hold good for automobiles, unless they have been discontinued on account of the war. This will interest children when taking up the subject of light, and law.

LIGHTING-UP TIME

Today, 5:24.
Tomorrow, Jan. 21, 5:26.
Thursday, Jan. 22, 5:28.
Friday, Jan. 23, 5:30.
Sunday, Jan. 25, 5:34.
Monday, Jan. 26, 5:36.
Tuesday, Jan. 27, 5:37.
Wednesday, Jan. 28, 5:39.

—Bertha Johnston.

The United States Bureau of Education published in 1914, two valuable bulletins. One by Elizabeth Harrison, principal of the National Kindergarten College, Chicago, Ill., discusses the Montessori Method and the Kindergarten. The other reports upon the Kindergarten in Benevolent Institutions and includes a map showing the number of children enrolled in each state as compared with the total number of children between the ages of 4 and 5. These bulletins may be obtained by applying to the Superintendent of Documents, Government Printing Office, Washington, D. C., at 5 cents a copy.

THE TEACHER'S SUMMER

(Extract from letter to The Times on Sunday: "All sorts of courses at reasonable prices are open to those who seek knowledge. The summer months give teachers a chance to equip themselves for better work and higher station. Too many teachers refuse to consider the vacation at all seriously, and it will not be until it is taken from them that they will realize what opportunities have slipped by.")

Oh, sea, thou rapturous, rolling symphony,
Oh, pines, rich slakers of the beauty-thirst;
Oh, wind and earth and heavens over me,
Oh, blessed stillness after sounds accurst,

What oil of quiet, what wine of inspiration
Binds now my raveled brain, my spirit worn!
What mounting pulses grip with exultation
My jaded heart; my body is reborn.

My mind reviews the world afresh, my eyes
Look far unseeing, back, within and on;
Leisure and solitude, those luxuries.
Spur me to paths and labors of my own.

No Summer school, no crowded class, no train
Of wise professors with insistent themes,
Can bring me to the little ones again
As do my books, my mountains, and my dreams.

What do they teach in all the tedious day?
I've learned to be a child again and play.

MABEL PEARSON.
—Exchange.

NEW YORK KINDERGARTNERS MAKE A STRONG PLEA

The proposal of the committee on economy to reduce the force of kindergartners in the New York public schools, and to place one teacher in charge of a morning and an afternoon session, aroused an enormous amount of adverse comment not only from New York kindergartners, but from kindergarten experts all over the country. Kate Douglas Wiggin (Mrs. Riggs) one of the pioneer kindergartners, telegraphed a strong protest, and Miss Elizabeth Harrison, president of the National Kindergarten Association, Chicago, wrote to Miss Fanniebelle Curtis, director of kindergartens in New York, her disapproval of the plan.

The measure proposed was, in detail, a suspension for one year of the by-laws governing kindergartens, so that one teacher shall be on duty from 9 until 12, and from 1 until 3, having charge, unassisted, of two classes of not more than forty each. In her letter to Miss Curtis, Miss Harrison says that such a plan would result in a lowering of the standards of education.

"Let the thinking citizen of New York ask himself the question," wrote Miss Harrison. "Can any woman take charge of eighty little children under six years of age for five days each week and do it vitally and with quickening of the higher spiritual nature both of herself and the children? It is impossible. The question then resolves itself into: Shall we lessen the higher life of the children of America and save a small sum of money, or shall we find ways and means of keeping this gateway into American citizenship free from deadening drudgery and from a dropping into mere mechanical methods? Surely the financiering genius that has made New York the center of the money market of the world can find some way to escape robbing its thousands of young children of their right to free, joyous guidance into the comradeship and community life of the higher grades of the school. Nothing as yet discovered can do this as effectually as a kindergarten in which health and joy and intimate personal touch are not stifled and dulled by weariness of body and soul."

Dr. Earl Barnes was also quoted. At the National Educational Association Dr. Barnes said:

"A well-organized mind moves easily along the lines of its normal action compelled to turn hither and yon in an attempt to follow the accidental movements of a child's mind. It is quickly tired out. This is also the reason why any real work with little children is so fatiguing; and it explains the constant struggle between kindergartners and Boards of Education over the double sessions in kindergarten work. It is true that there is little difference between children in the last few days of the kindergarten and the first days of the primary grades; but there is a vast difference between kindergarten children and primary children as a whole, and this difference is mainly due to the quality of fragmentariness in the activity and in the attention of the little ones."

In conclusion the women principals quote from a petition sent to the president of the Board of Education by kindergarten training teachers and special instructors of graduate work in New York City. These include such authorities as Miss Susan Blow, New York Kindergarten Association; Miss Patty S. Hill, Teachers' College; Mrs. Maria Kraus-Bœlte, and Miss Alice Fitts, Pratt Institute; Miss Anna E. Harvey, Adelphi College, and others.

"We are convinced," declared these authorities, "that doubling the number of classes for which one kindergartner is responsible would degenerate into mass instruction and day nursery procedure rather than educational work.

"We believe that the change proposed of having two different classes of children for one kindergartner is a backward movement.

"We believe in conserving the fundamental principles of the kindergarten for the sake of future kindergarten education in this city.

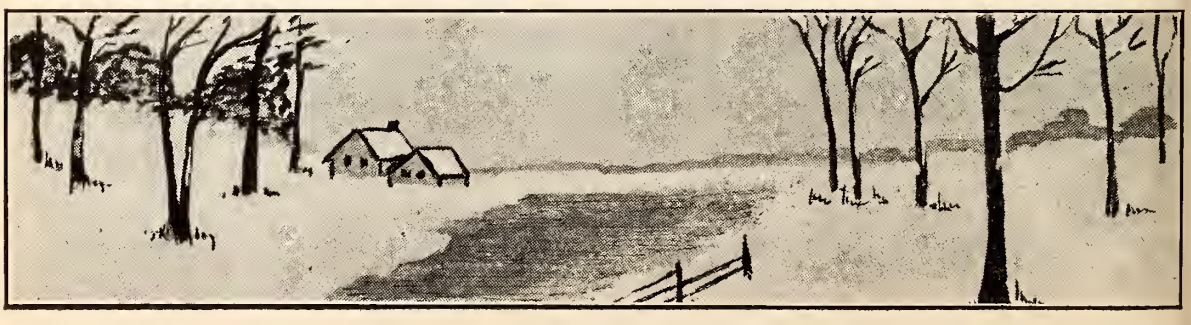
"If it is imperative to save money in the educational activities of our public schools and if the kindergarten must be involved, we beg you to still hold to a high standard of excellence.

"As an emergency measure only, we wish to go on record as favoring a smaller number of kindergartens under the present organization rather than a larger number of kindergartens with a lower standard of excellence, such as the double session kindergartens would introduce.

"Finally, we are so thoroughly convinced by investigation and experience that the most distinguishing characteristics of the kindergarten will be lost by a doubling of kindergarten classes under one teacher that we wish to go on record against such a measure."

It is to be regretted that these suggestions went unheeded by the Board of Education except that provision was made for an assistant kindergartner where there were over 35 pupils in a room.

This change takes effect Feb. 1st, and reduces the kindergarten teaching force by 350.



JANUARY DRAWING—BY F. G. SANDERS

EDUCATIONAL NEWS

All patrons of the magazine are cordially invited to use these columns for announcing lectures, recitals or entertainments of any kind of interest to kindergartners or primary teachers. Reports of meetings held, and miscellaneous news items are also solicited.
In writing please give your name and address.

CHICAGO

Trained kindergartners of Chicago, a few days ago, cared for the little ones in the neighborhood of the Forrestville school while the mothers assembled in the school building to hear Florence Holbrook recite her peace poem.

WARREN

The closing exercises of Miss Edith Tracy's kindergarten school were held yesterday afternoon in the school building, at the corner of Main and Market streets. A program of music and recitations was given and there was a Christmas tree, gifts being presented to the pupils. Refreshments were served. Mothers of the children were present during the exercises.

EXHIBIT CHRISTMAS GIFTS MADE BY BLIND GIRLS

The annual Christmas exhibition of the work done by girls in the manual training classes at the Perkins Institution for the Blind, Watertown, was held Dec. 18 in the assembly hall of the school. Despite the storm there were about 200 visitors, among them a number of Mexican young men, who are studying in colleges in Greater Boston.

There were more than 600 articles displayed, including examples of sloyd work, knitting, typewriting and other practical things done through the Brail system of instruction. All classes from the kindergarten to the high school were represented.

The articles, for the most part, were made as Christmas presents for relatives and friends and the pupils were allowed to take them when they went home for the holidays. The articles included household requisites in wood, knitted stockings, sweaters and gloves, and ornaments that were made from clay models.

ADDITIONAL INFORMATION RELATING TO MEETING OF DEPARTMENT OF SUPERINTENDENCE, N. E. A.

The Southeastern Passenger Association has granted the same reduced rates as the other associations.

Among the interesting features not given in the preliminary program are the following:

United States Commissioner of Education, P. P. Claxton, will give an address on "A National Educational Campaign."

There will be a debate on "The Differentiated versus the General Essentials Courses of Study for the Seventh and Eighth Grades," Messrs. Spaulding and Snedden taking one side and Messrs. Coffman and Bagley taking the other.

One session will be known as "School Board Session," the speakers being Thomas W. Churchill, president, Board of Education, New York, N. Y.; G. C. Creelman, Guelph, Ont.; E. P. Cubberley, Stanford University, Cal.; A. E. Winship, Boston, Mass.; and J. George Becht, Harrisburg, Pa.

"The Junior High School—Pro and Con" will be the subject of a discussion led by Charles H. Judd, University of Chicago, Chicago, Ill., and Carroll G. Pearse, presdent, State Normal School, Milwaukee, Wis.

Two or three other prospective debates are in sight and the present outlook for a successful meeting is good.

CELEBRATING CHRISTMAS IN A PROVIDENCE KINDERGARTEN

A large number of mothers and friends of the children of the Harriet street kindergarten attended the Christmas party held at the kindergarten. The school was decorated with Christmas trimmings, and a tree lighted with electric lights and hung with tinsel and colored bulbs were very attractive.

Sitting in a circle around the tree the children gave a program of Christmas songs and stories, including "Once a Little Baby Lay," "Once Within a Lowly Stable," "Merry Christmas Bells," "Old Father Santa Puts on His Cap," "Santa Claus Sat in His Den" and "Merry Christmas to You." Then came dances and games, after which the gifts the children had made for their parents were distributed. Each child on leaving, received a stocking containing candy canes.

The children also visited the homes of those of their class who were ill, singing carols.

Similar exercises were held in all the public school kindergartens of Providence.

New York City is departing from the high standards which she has maintained since 1893, when her first public kindergartens opened.

Economy is the plea, as usual, but in the recent decision of the Board of Education that *one and the same kindergartner must be responsible for 70 little children in one day, that is, 35 at each session, without any assistance*, the need for more women on the School Board becomes manifest.

It is said that the man most urgent for this economy has no children in his family. We can well believe it.

No one kindergartner can become acquainted with so many children to know their individuality.

No one kindergartner can visit so many homes.

No kindergartner can prepare so many children for the next grade.

No kindergartner can really love sympathetically such a number of little ones. She will be fortunate if she does not grow irritable.

Our advice to kindergartners subjected to such strain is to accept the positions now open to them in the primary and our advice to mothers is to keep their little ones at home, until the Board of Education realizes the backward step they have taken.

THE RELATION OF THE KINDERGARTEN TO THE ELEMENTARY SCHOOL

Progressive Development of the Kindergarten Course of Study in the Elementary School

LILLIAN B. POOR.

The tragedy of our school system is the fact that we do not utilize to the best advantage the experience of the preceding year, and, consequently, we fail to recognize the richness of the work of the previous grades as we plan our program for the year. This is not only true of the kindergarten and primary grades, but of the grammar school, high school, and college. One great problem of today the blending of these breaks in the school system and so eliminating the loss of time which is bound to occur in the adjustment of the pupil to the new grade at each promotion.

A child's education should be continuous, his development normal, natural, and along lines of interest. At home he sings and plays, runs and jumps, and talks freely of his experiences to a sympathetic listener. When left to his own direction he follows the interest which appeals to him most strongly. This type of existence is quite generally approved for the little child, and the kindergartner, knowing the home life of the child, builds her work on this natural activity and its an expression of the home. She does not make the mistake of teaching the boy or girl that he has two feet to run with, or two eyes to see with, but begins at once to teach hm to walk gently, to see right things, and to classify objects seen.

There should be no break between the kindergarten and first grade. There is no break in the child's life to demand it, and there is every reason why there should be a natural expansion of the ground already covered so happily and with such richness of experience. The addition of new material reawakens the interest in doing, and the spirit of play continued throughout the grades stimulates the desire to achievement, and should be given the joy of having achieved. Every child works with the hope of achievement. These are the inducements to hard work which satisfy and profit grown-up people, and the kindergarten sets them before little children. Joy in doing is the motive of the kindergarten and should be the motive of all education. Here he learns the beginnings of citizenship, principles which are aroused by recognition of the rights of others, and his duty toward the world, which knowledge comes by degrees to a child. The first step is built on the relation of the child to the home; his outlook on life is broadened gradually, losing nothing by the way. Daily experience grows more and more interesting through the use of occupation suited to his, stage of development and presented progressively, from the simple toys of home to the more complicated technical material of the kindergarten. Thus, through her knowledge of the home, the kindergartner is able to plan for the progressive unfolding of the life of the child in her care.

So, too, the good primary teacher knows the work of the kindergarten, knows enough of its aims to have a clear idea of the type of experiences compassed and a general idea of the amount of work accomplished. She will know how to build on this basis and how to give the child who comes to her his just right, that of the next step in the particular type of work under consideration, instead of starting him again with its A B C, for it is essential for the highest good of the child that the two grades should work together without loss either of interest or power on the part of the children. The error of ignoring the work covered by the kindergarten year is a grave one; particularly true is this if the primary class is made up of kindergarten trained children. To this error is due much of the criticism of the kindergarten trained child. For no child will maintain interest in the formal development of a lesson long since thoroughly learned through the play of the kindergarten.

The kindergarten child should come to the first grade with increased powers of observation, gained through actual experience during walks, talks, and practice with the technical materials common to the kindergarten. He should have added powers of self-expression and creative ability, the former the outcome of a wider interest in all life around him, the latter due to opportunities for representing experiences by means of the varied materials offered in kindergarten. His vocabulary should be increased through the freedom of the conversational periods connected with nature talks, home experiences, and story telling, which fill so large a place in the kindergarten program. He should have better physical control gained through plays, games, and rhythmic exercise, together with sympathetic conferences between the mother and kindergartner in relation to the early forming of habits. He should know definite facts of form, number, and size, position and direction, color and design.

All this he has with the beginnings of the formation of habits,—we do not claim fully created conditions but beginnings,—ideas of cleanliness, regularity of attendance, punctuality, neatness, attention, happiness through obedience in its various forms, and a dim recognition of the general harmony which prevails when one comforms to such ideas. We only claim that he has these characteristics in a greater degree than he would have had without the kindergarten training. None of us expects a child of five and a half years old to be stored with a collection of unrelated facts, still a primary teacher will find knowledge of a legitimate nature ready to reveal itself, and this should serve as stepping-stones in the new field of work.

In considering the progressive development of education in the kindergarten—primary unit of the school system which extends through the third grade—let us always remember that the change from grade to grade should be natural, interests of one grade should overlap those of another. There can be no dividing line; the change in method of instruction should be gradual.

The busy work of the grades should be the outcome of the manual work of the kindergarten, and

hould be practically self-directed. We may safely ssume that the child knows how to handle certain naterial common to both kindergarten and the grades, nd that he knows how to create with these materials uch forms as are suited to a child of five years of ge, and is now ready to progress at the suggestion f the primary teacher. If the primary teacher is ot familiar with the work of the kindergarten, nowledge of what has preceded in the child's exerience in these particular lines can be gained in many ways: through conference with the kindergartner, by questioning the children, by visits to the kindergarten. One primary teacher reports five minutes' visit to the kindergarten daily, leaving her class alone, an experience which she considers valuable to the children, as well as essential to her own acquaintance with the needs of childhood.

Children bring from the kindergarten definite ideas of number. They are of the type which deals largely with relative size and proportion, the natural outcome of ther play with the gifts of the kindergarten material. These number experiences which the children have unconsciously appropriated have not been tabulated, but the experiences are there, ready to be further developed in the first grade and formally tabulated in the later grades. The teacher who believes on the spirit of the kindergarten will agree with me that such number experiences should continue in the first grade through continued use of objects similar to those in use in the kindergarten. The number work of our kindergarten extension classes in Boston is developed through lessons with sticks and rings, building blocks and surface measures, together with certain occupations; and more definite work in grouping is encouraged in these classes than is practiced in the kindergarten. The teacher knows the ground which has been covered, and takes up the extension work at that point, progressing from step to step, giving new number experiences, or varying the old through use of new arrangements or new material.

Definite problems are offered to the class, the solution to be individual, and it is characteristic of the kindergarten child that each one works out his problem according to his own plan. In a lesson recently observed the problem was the making of oblongs on a large sewing card. In the class of twenty-five children, seventeen different plans took shape—each child absorbed in the problem, caring nothing for the ideas of his neighbor, but definitely working toward the goal set for the class, happy and absorbed until the goal was reached. Again, a lesson in double stringing was in progress. "Make me a chain so beautiful that I shall want to wear it home," said the kindergartner. Again there was silent absorption for ten or twelve minutes. When the chains reached sufficient length to be interesting to the observer, the children were invited to tell the color combination and the color story. In no case was there repetition of another's chain—variety of form, size, color, and number groups were prominent, and no child failed to tell just what he had made—how many of one color in each group and how many groups in the chain. One child said, "This is a very hard chain to make, for this is four and this is eight, and I have to think, 'large, small' all the time." When a definite task is set, it is always an advance on any previous class work. We also give many opportunities for original work requiring accurate statements descriptive of the results accomplished.

Definite number experiences may also be realized by the so-called ruler measurement exercise, which is a more accurate development of the free-hand straight line drawing of the kindergarten. In this series of lessons the child rules the paper into spaces one inch wide by merely laying the ruler on the paper even at the front edge and drawing a line at the back edge, then moving the ruler even with the line drawn and again drawing a line at the back edge, continuing this until the paper is ruled throughout its width. The spaces thus made may be used in many ways for number development. Original number stories may be drawn—sidewalk pictures the art teacher calls them. The units used in these stories are of the child's own creation and the groups of his own arranging, the only requirement being that they shall conform to the number story of the day. These are followed by original number stories without restriction. Such lessons give a field of richness for developing language and satisfy the child's innate desire for picture writing —a desire whch properly belongs to this period of development. In lessons of this type in the first grade we see the results of the trained observation and the initiative which comes from a readiness to express what is within, and an eagerness to try the task set before him—or, as one of our primary teachers expresses it, "The child has formed the habit of a kind of joyous expectancy that makes him greet the unseen with a cheer, instead of approaching his task with a fear that hinders his advance."

The child brings from the kindergarten such knowledge of form that the introduction of reading seems to be a natural step of progress. The forms of the letters are new and the mechanical difficulties involved in reading and writing must be overcome, but it would seem logical to claim more rapid progress because of this general preparation in kindergarten. The acquaintance with nature, with human life, and with literature, which the child brings to his reading lesson, will give a meaning to the words which will help to make them his own, and which cannot fail to enrich his progress through the early days of reading.

The development of language takes on a more definite form in the first grade. The kindergarten awakens the interest in good stories, touches a little on dramatization, and makes a beginning of original story telling. The first grade naturally builds on these beginnings. The dramatic instinct of a six-year-old child seems abnormally out of proportion to certain other tendencies, and opens up a wide field for character building, since the child who creates a part in the drama, lives that part. He lives in a land of

(Continued on page 158.)

KINDERGARTEN GROWTH

[NOTE:—Under this heading we shall give from time to time such items as come to our notice relative to the establishment of new kindergartens as well as articles or statements in the public press or from noted educators favorable to the kindergarten cause.

Joliet, Ill., is considering the establishment of public school kindergartens.

SPOKANE, WASH.

The campaign of the City Federation of Women's Organizations for increased interest in kindergarten work, which is being started by the educational committee of the federation, was inaugurated by an enthusiastic public meeting.

The women expect to urge the introduction of kindergartens in the public schools. They point out that the child requires some simple and natural transition from the home to the school, inasmuch as the child's habits of thinking are formed before he is in school.

NEW KINDERGARTEN BUILDING AT ST. PAUL, MINN.

The new kindergarten building at St. Paul, Minn., is one of the handsomest and best appointed in the northwest. It is modern in every respect, particular attention being given to light and ventilation. It is finished in white enamel.

Mrs. Louis Mahoney has opened a kindergarten on West Clinton street, Huntsville, Ala.

Sawtelle, California, has established a public school kindergarten.

Mrs. C. C. Bradford, state superintendent of public instruction, Denver, Colorado, said in a recent address: "We must have peace in order that the United States may care for its children. I think that child labor is the greatest indictment that posterity will be able to bring against our American civilization of today."

KINDERGARTEN INTERESTS AT DALLAS, TEX.

Miss Louis Whitney, of Iowa, has charge of the training class which it is claimed, promises to be the largest in years. The students' home at Neighborhood House is being made ready under the direction of Mrs. J. Neal, the "house mother."

The North Dallas Kindergarten School, in the Neighborhood House, Cedar Springs road, under the direction of Miss Emma Ewing, assistant supervisor, will have an enrollment of eighty-five. The club work and sewing classes are held in the large auditorium of the building, under the direction of Mrs. W. Liebman, first vice president of the association.

The South Dallas Kindergarten, in the new fieldhouse at Trinity Play Park, under the direction of Miss K. B. Blair, is now being equipped with every new and sanitary convenience. The large schoolroom, it is said, probably will not accommodate all the children from the district served.

The Dallas Free Kindergarten Day Nursery, situated in Trinity Park fieldhouse, and which has been in operation throughout the summer months, is under the management of Mrs. Charles Block. It is said this institution takes care of twenty to thirty babies daily. Babies ranging from two weeks to three years old are cared for and fed through the day for the nominal sum of 5c. If the price is not available, the babies are received just the same.

THE RELATION OF INSTRUCTION IN RELIGION TO PUBLIC EDUCATION

"The Relations of Instruction in Religion to Public Education" will be the topic for the first three days of the meeting in thirteenth annual convention of The Religious Education Association in Chicago, Feb. 28, 29, March 1 and 2, 1916. The last day will be devoted to departmental conferences on religious training in colleges, churches and other institutions.

At this annual meeting no time will be spent in popular mass meetings, but the whole period devoted to carefully planned conferences. The discussions will be based upon a series of investigations into the various experiments in correlated instruction, especially in the so-called "Gary" plan, the Colorado and North Dakota plans and the different systems of parochial schools and of week-day religious instruction.

The Association has no special plan to advocate; the conference will afford opportunity to study the present situation and the various solutions proposed. Some of the topics of discussion are:

The Attitude of the Religious Communions concerning the Relations of Church and State in Education.

Upon what Conditions can Churches of Different Denominations Combine in Giving Week-day Instruction?

What are the Reasons for asking the State to give School Credits for Religious Instruction?

To what Extent are the Churches Competent to Undertake the Educational Task Involved?

Why some Citizens believe that the Plan Endangers our Religious Liberties?

What Influence will the Week-Day Instruction Plan have on Parochial Schools?

Two Sessions will be devoted to a study of Moral Conditions in High Schools.

All persons interested in week-day religious instruction are invited to the conference. The sessions will be held in the Congress Hotel. Programs may be obtained by writing to The Religious Education Association, 332 South Michigan Ave., Chicago, Ill.

He that never changes his opinions, never corrects his mistakes, and will never be wiser on the morrow than he is today.—Tryon Edwards.

Murmur not at the ills you may suffer, but rather thank God for the many mercies and blessings you have received at his hands.—H. L. Wayland.

I would desire for a friend the son who never resisted the tears of his mother.—Lacretelle.

SUGGESTIONS FOR CLAY MODELING

CARRIE L. WAGNER.

When we are talking about the north land and the skimos, it leads us to the subject of light, for we peak of the northern lights, the bright stars and the oon which give the Eskimos light during the long ark winter. The children will enjoy modeling from ay stars, crescents, the sun, painted yellow, with llow sticks stuck in to represent rays. Candle sticks e pretty made of clay, with the clay candle painted hite; put a one inch stick in the top of the candle, id paint black to represent a burnt candle. Paint ie candle stick yellow. A lamp may be modeled and ainted. Also an electric light bulb with yellow.



SUN



CRESENT



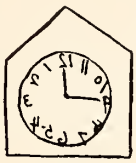
STAR



ESKIMO HOUSE



HOUSE



CLOCK



ELECTRIC LIGHT



LAMP



CANDLE

Eskimos, sleds, dogs, seals and polar bears may be olded, and placed in the sand table. It is nice to mpare the different kinds of homes and the children ill enjoy trying to mold as many houses as they can, rds houses, and homes of different people.

NATURE STUDY

F. G. SANDERS, Toronto, Can.

NOW:—

Where does snow come from?
What shape are flakes?
What use is snow?
To plants.
To people.
To ground.
To air.
In city.
Describe a snow shed in the mountains.

CE:—

How is ice formed?
Does it contract when melted?
What is an ice bridge?
How is ice preserved in summer?
What is ice used for?

Continue in same way with talks on

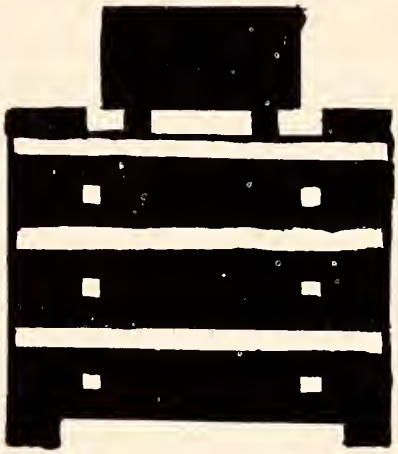
Sun, moon and stars.
Clothing, wool, fur, feathers.
Shelter, iron, stone, lumber, coal.
The story of fire.

OME WINTER BIRDS:—

Sparrow.
Grosbeak.
Chickdee.



Did you ever hear of the Cheshire cat
That grinned from ear to ear?
It's strange you never heard of that,
Well, this is its picture here.



My grandma has a chest of drawers,
In it she keeps her clothes,
It smells so sweet with lavender,
I can find it with my nose.

BRIGHAM CITY, UTAH

The kindergarten club of Brigham City listened to an entertainment program at their last meeting. A lullaby "whisper" was sung by Miss Dorothy Wright. Mrs. Eddy gave a short talk and demonstration of strip work with its special application to making holiday decorations for the home. Miss Peterson, primary supervisor for Boxelder county, read a paper on "The Value of Hand Work for Children," which she illustrated with many projects.

Prof. Patty S. Hill addressed the Women's Discussion Club of Teachers' College, New York, December 6th, on the "Progress of the Kindergarten."

THE RELATION OF THE KINDERGARTEN TO THE ELEMENTARY SCHOOL

Progressive Development of the Kindergarten Course of Study in the Elementary School

(Concluded from page 155.)

make-believe, facts of life are crammed with interest if clothed in play, and he really loses himself in his chosen character as few adults can do.

We also have a great field in the primary school for original story telling. The child in kindergarten will tell a story that meets every requirement of a good story. It will have a beginning that catches the interest, a series of events, a climax, and an end, and all be compassed inside of forty words, and told in forty seconds. The story telling of the kindergarten will naturally be continued in the grades, for the children have plainly shown their need. They are ready for stories of experiences of little children of their own age—little children who really do possible things are absorbingly interesting to a six-year-old child—in fact they will accept any story of children as long as it takes them out of themselves and into life. Through these stories we present ideals from which the children unconsciously create their ideal. The continuation of story telling and picture study opens up new vistas to the primary child, and has an assured place in every primary school program.

The primary teacher also builds her program on the child's love for color, not by giving formal lessons, introducing the standard colors one at a time, as is provided for in the provisional courses of art, but by assuming the possession of knowledge of simple facts of color and progressing to harmonious combinations, to various color tones, to "color seeing" in nature, to reproducing colors to match given flowers, leaves, and outdoor scenes. No child can show sustained interest in a formal lesson on the development of some point which is quite familiar, as, for instance, the color blue. He has known the color with many of its shades and tints for months, has found the blue of the bluebell and cornflower, and has related it to the ever-changing blue of the sky. All of these experiences have come to him as a part of the loving familiarity with nature which is fostered in kindergarten. He has reproduced his color experience with crayon and paint brush and thus made permanent the new impression months before.

In fact, the kindergarten child has already mastered much of the art work prescribed for the first grade. He is accustomed to the manipulation of materials and to the arrangement of simple designs. He has learned the names and characteristics of simple geometric forms and will not need to dwell long on the description of a square or circle, nor will he need the reiteration prescribed in the average course of study. More time can well be given to drawing from nature, to reproducing stories both in drawing and in free cutting, to definite construction work in folding and cutting, followed always by free work, to creative work with clay or plasticine and to weaving. The development of applied design to objects made in paper construction adds interest to the form and gives an opportunity for artistic expression.

May we touch on music as one of joyous beginnings made in the kindergarten. The child sings in kindergarten because he loves it, he sings at his play and often unconsciously sings as he works. With many children it is a natural expression of inner harmony and any child, after sympathetic encouragement, lifts the low voiced monotone to the singing voice which is desired. The primary teacher is happy who finds herself in the midst of a class of singing children and will encourage singing, not only in the morning exercises and during the few minutes allotted to the subject in the program, but will use it as a bit of leaven when the children need a rest or change of interest. A song sung while the children are working at their desks is a happy innovation. She will also encourage the making of sentence songs after any particularly rich experience.

I have tried in this brief paper to show how the activities of the kindergarten produce a good foundation for the work of the grades, how the teacher of the first grade who knows the kindergarten program can build progressively upon this program.

The spirit and purpose of the kindergarten obtain in our best primary schools, but the conditions are such in many schools that the freedom of the kindergarten cannot be maintained in the primary grades, for the spirit of play seems to disturb the spirit of order, yet we recognize the fact that the child needs short study periods with rest periods between and that during such rest periods there should be opportunity for physical freedom.

We are watching with interest an experiment in play in one of our primary schools in Boston. A special play teacher has been assigned to the building of six rooms, whose duty it is to supervise the play of all grades. At no time during the day is the yard unoccupied, groups from various classes play for twenty minutes, return to the class rooms, read or do prescribed class work for twenty minutes, which is followed by twenty minutes' desk work elective but relative to the lesson of the day and finally by repetition of the same program.

The children move quietly to coat room and yard, return to seats, and take up work without a word from the room teacher, who is occupied with the second section. There is no disorder, and at four o'clock the classes as fresh as it was at nine in the morning.

It certainly demonstrates the value of play in education. It also shows that freedom is not disorder, unless you choose to permit it to lapse into that condition. The child must play his way through the early years of his education if he is to receive all that rightfully belongs to him. He cannot settle down into adult manners and customs without losing the glory of being a little child. A happy childhood is the just heritage of every child, it is the greatest gift we can give him and every joy we can bring into a child's life helps in the general uplift of the world.

It rests wth the primary teacher to decide whether e, recognizing the nccessity of the play spirit in the ndergarten,—the play spirit which shows us how clothe facts of life in play,—will find a way to ntinue what we believe to be the natural way to in a response from childhood.

Hill climbing is a difficult experience until we con- er it in this spirit, the actual physical effort re- ired to reach the crest is the same, but the mind d the spirit are engrossed by a delightful exper- nce, not burdened by a continuous consciousness of e wearisome act of foot-lifting and placing.

Points of adjustment are coming to us, one at a ne, so that in these days of progress the teacher who shes with all her heart will see the fulfillment of r wish, and the day cannot be far distant when re- gnition of the kindergarten as a basis of all edu- tion will be general, and when the ideals of the ndergarten will be uniform and will be based on e best interests of childhood.—Address given at I. U. convention, San Francisco, Calif.

INDERGARTEN ORCHESTRA AT MINNEAPOLIS

When the parents of the Blaine school kindergar- n pupils gathered to hear the Christmas program of e little folk the kindergarten orchestra was the nter of attraction. Under the leadership of Miss dget, their teacher, they played several selections d scored a tremendous "hit." The orchestra was ganized some time ago and has been practicing ithfully for their first public appearance.

So great has been the rivalry for places and instru- ents that Miss Padget had to increase the number of eces so as to give almost every member of the class part in the little symphony. The drum and the tri- ngles proved the most popular.

The children showed remarkable ability to keep me with the piano, and regardless of what knd of usic was played, adapted their rhythm to suit that the piano.

HE JOLLY BOOK FOR BOYS AND GIRLS, By Frances Jenkins Olcott and Amena Pendleton. Cloth, 408 pages. Price $2.00 net. Published by Houghton Mifflin & Co., Boston.

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Let the child's first lesson be obedience, and the econd may be what thou wilt.—Fuller.

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HOW REINHARD WENDELIN BATHAZAR GOT HIS NAME

S. Plessner Pollock, Gotha, Germany.

On the baptism day of the little Heartleaf baby—Brother, Herman and Gertrude awoke very early. Who could sleep long, when such important events awaited one. The children were to go for the first time, to church! That was a weighty matter in itself. Best of all it would be, if the baby could be named for them and could call them "Godfather Herman" and "Godmother Gertrude." As they spoke of this, Father and Mother and Grandmother nearly laughed, but fortunately they were able to keep an earnest face and only called the children "Little monkeys." The children slept in Grandmother's room. On awakening, one had looked at the other, Herman had given a sign, Gertrude had understood it—and they had arisen softly, not to disturb Grandmother, dressed themselves just as quietly and slipped out of the door and downstairs. There stood Nero and stretched and yawned. Puss washed face and paws, but the useful Rollo had already gone to town and Dora and the milk cans with him. Father and mother were also already busy about their work, only little Brother slept. There lay the little thing, both hands clasped around the little bottle. He slept so quietly, had no idea that today he was to be baptised. After Herman and Gertrude had gently kissed his little hands, they went to their favorite meadow, where grew so many flowers, they picked a bunch and wound a little wreath and trimmed with it, the pretty picture, which hung over the sofa. It was a Christ, about whom children were gathered and beneath stood the words he once spoke—"Let the little ones come unto me and forbid them not." Now the dear Saviour would also accept their little Brother therefore the children wreathed this picture, The evening before, they had spoken about it, that they would do it.

The mother had, after the breakfast, brought clean garments for the children; as if it were Sunday, Gertrude must put on her light blue calico dress with the embroidered collar, which Godmother Krany had herself embroidered for her and for Herman was the scotch plaid frock and the new leather belt with the shining buckle. In the middle of the week such finery? it was unheard of! "Now be careful, children," said the mother "That you do not soil your clothes!" Last of all, little Brother was dressed in his rose pink baptismal garment. O, how perfectly dear the tender little Hartleaf baby looked, exactly as if it were the hearleaf of a rose bud.

"Do you know," said the father, "That your little Brother will today receive a name? Mr. Pessumhr has written to the inspector that he shall go to the church in his place and hold the little one for its baptism and baby is to have *his* name!"

"Little Brother is to be called Mr. Pessumehr?" called out Herman and Gertrude astonished.

The father laughed—"Mr. Pessumehr has othe names," he then said, "These names were given to hin when he was baptised—Pessumehr is his last name his family name."

"And what is his baptised (baptismal) name?" questioned the children.

"Reinhard Wendelin Bathhasar," answered the father.

"And that is what we shall call little Brother, but that is a long name, hard to remember!"

"It is three names" said the father, "Reinhard, we shall call the little one."

With that the children were contented, for true enough, one could not call little Brother, Heartleaf his whole life and the name Reinhard sounded very well beside they could call him pet names.

Now everything was ready for the start to Lerum. The house was locked, the dogs were left behind to watch it. Rollo had returned and sat still and obedient beside Nero. Dora though, went with the others to the church, the faithful Dora must be present at the baptism.

How beautiful the church was! inside was a great space filled with seats,—upon the altar, was a silver cross and beautiful flowers and tall candlesticks with wax candles.

Beside the altar, was the baptismal font with the basin, into which water was poured. The preacher in his long robe, came in and the Inspector with Mrs. Inspector came into the church and Godmother Krany with Frank, all stood before the baptismal font,—the preacher began to speak—he spoke somewhat long but the children comprehended very little, for he was not so easily understood as the dear Grandmother. Herman and Gertrude felt how right their father had been, when he had said, "The children cannot yet understand a sermon," but they saw the water poured over little Brother's head, they heard when the name, Reinhard Wendelin Bathasar, was given him. At last a hymn was sung, this the children knew, so they sung it softly, once, when Gertrude stopped singing, Herman nudged her and said "Sing Trudie," and because she did not exactly know the words, he whispered them softly to her. Then the preacher prayed aloud, "Our Father who art in heaven," that, the children had long known, they prayed it every day in the quiet hour. Now Brother had been baptised and was not only named Heartleaf, but also, Reinhard.

"Why was the water poured over Reinhard's little head?" asked Herman of the grandmother on the way home.

"When one has been baptised," answered Grandmother, "They must try to be like Jesus, free from evil.—the water, that was poured over him, meant (symbolically) the washing away of evil. A Christian child knows, for example, that he must fulfill God's commands and one of these is, 'Children obey your parents. (Thou shalt honor thy father and thy mother.) When then, the parents command some-

ing and the children act otherwise,—that is an evil, tendency, desire,) which must be overcome. He is Christian child and must think that he wishes to be ee from sin."

"Herman understood very well what Grandmother eant, for it sometimes happened,—that he did not ke to mind: i. e., when he was playing in front of the ouse and must stop in the midst of it and go to bed, ecause it was bed-time. Often it was necessary to old before Herman minded. Now he thought to himelf, because I have been baptised and water poured ver my head, it is a sign that I must keep myself ree from evil—and disobedience is evil, therefore I ust always mind immediately, when the parents and randmother tell me to do,—or not to do something.

When all had again reached the little house in the ood, the rose-pink dress was taken off of little Reinard and put away in the wardrobe, but Herman and ertrude could remain in their festival dress, the other only said, "Think that you are nicely dressed, n case you should have a notion to splash in the ater, or to dig in the dirt. Godmother Krany and he Inspector and his wife, came in the afternoon to he little house in the wood, where all drank chocolate nd ate raisin cake,—the children also had each a cup f chocolate, with cake, that is, only the older chilren, the little Heartleaf drank only milk from his ottle.

"The little fellow," said Herman "He does not know hat on his baptismal day, there is such a feast in the ittle house in the wood."

KINDERGARTEN BIBLE STORY—THE WEDDING WINE

Dora Mondore, Grand Gorge, N. Y.

One day Jesus attended a wedding in Galilee. Not nly Jesus went to this wedding, but Jesus' mother nd his best friends were there. Besides, there were many other people who attended.

All those people were enjoying the wedding dinner when it happened that the wine was gone—there was ot enough left to serve until the dinner was over. When the servants noticed that there was not enough wine, they felt worried, for it did not seem very nice to have invited these people to a dinner and, then, to not have enough wine to serve to the guests. They wondered what they should do.

But Jesus' mother was a very thoughtful woman. She, too, had noticed that there was not enough wine o pass around, so she thought she would tell Jesus about it. She knew that Jesus could do something o make the dinner all right, so she told him, "They have no wine."

After she had told Jesus that there was no more wine for dinner, Jesus' mother said to the servants, "You must do whatever Jesus tells you to do."

There were six large stone jars standing in the room where the servants were. The first thing Jesus told the servants to do was to fill these jars with water. They did exactly as Jesus told them to do, filling the jars full of water up to the brim.

Then Jesus said, "Take some of this water and serve it to those who are at dinner." Again the servants obeyed Jesus' orders.

They saw that the water had been changed into wine!

The man at the head of the table did not know that all the wine had been gone, but when he tasted of this wine, which Jesus had made out of water, he said, "Why, the first wine we drank was excellent, but this wine is the very best we have had!"

WOMEN AS LEADERS IN EDUCATION

Of the 12,000 conspicuous positions, largely of an administrative character, listed in the 1915-6 Educational Directory just issued by the Interior Department through its bureau of education, 2,500 are held by women. There are women who are college presidents, state superintendents of public instruction, county superintendents, directors of industrial training, heads of departments of education in colleges and universities, directors of schools for afflicted and exceptional children, and librarians.

Twenty-four of the 622 colleges and universities listed in the directory are presided over by women. Of the nearly 3,000 county superintendents in the country, 508 are women. The tendency to fill this position with women is almost wholly confined to the west. One state, Montana, has not one man as county superintendent. Wyoming has only two. Kentucky is the only southern state that utilizes women in this office; the state has 26 women as county superintendents. On the other hand, there are only 26 women city superintendents in a total of over 2000.

Seventy institutions for the blind are listed in the directory. Of these 15 are directed by women. Of the 75 state schools for the deaf, 10 are under the leadership of women; and of the 22 private institutions of the same character, 16 have women superintendents. Of the 31 private institutions for the feeble-minded, 20 are under supervision of women.

Fourteen out of 86 directors of industrial schools are women; and 48 of the 200 schools of art are in charge of women. Of the 31 private institutions for the feeble-minded, 20 are under supervision of women.

Fourteen out of 86 directors of industrial schools are women; and 48 of the 200 schools of art are in charge of women. Women have almost a monopoly of library positions. Out of 1,300 public and society libraries given in the directory women supervise 1,075.

The Government Bureau of Education itself exemplifies the call for women in executive educational positions; 11 of the 33 bureau officials listed in the directory are women.

The DePauw Free Kindergarten, in New Albany, gave its first free entertainment for the mothers and fathers of the pupils at the kindergarten building at West Tenth and Floyd streets, Nov. 19th. The school was endowed by the late Washington C. DePauw, a New Albany philanthropist, and is devoted to the care and education of children whose mothers are employed.

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Recitation, A Schemer, John Dennehy.

Song, Luther's Cradle Hymn.

Song, Snowtime.

Recitation, A Possibility, Hasib Farah.

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Pat—"I hear you and the boys struck for shorter hours.. Did you get 'em?"

Mike—"Sure. We're not working at all now."—Columbia Jester.

Katherine and Margaret found themselves seated next to each other at a dinner-party and immediately became confidential.

"Molly told me that you told her that secret I told you not to tell her," whispered Margaret.

"Oh, isn't she a mean thing!" gasped Katherine. "Why I told her not to tell you!"

"Well," returned Margaret, "I told her I wouldn't tell you she told me—so don't tell her I did...—Everybody's.

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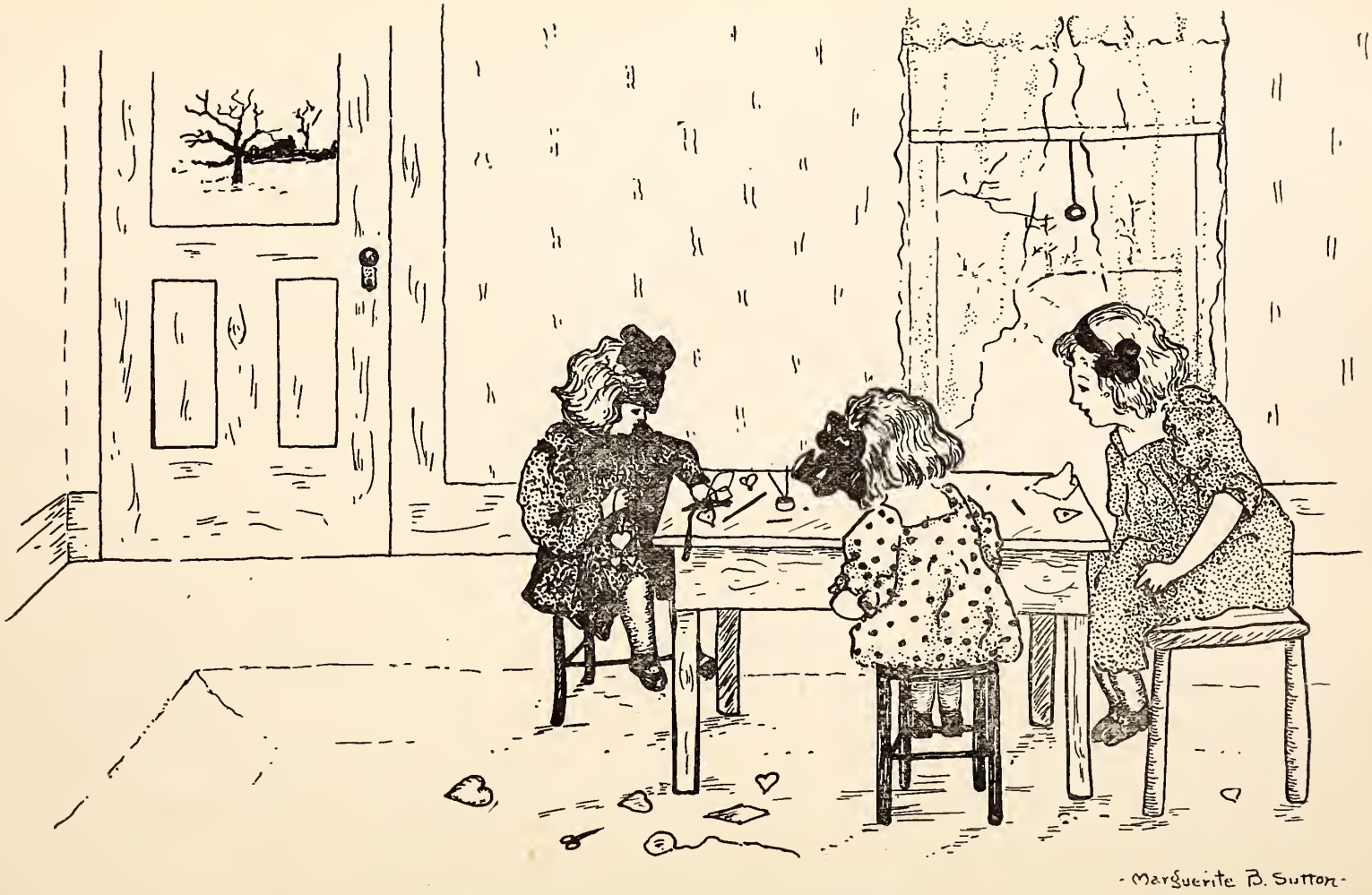
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PICTURE LANGUAGE STORY FOR FEBRUARY



THE KINDERGARTEN
—PRIMARY—
MAGAZINE

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J. H. SHULTS, MANAGER.



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February, 1916. **VOL. XXVIII---No. 6**

ANNOUNCEMENT

The 23rd Annual Convention of the International Kindergarten Union

Will be held at Cleveland, May 2 and 5. Every Kindergartner who can possibly do so, should plan to attend. A beautiful city, accessible by water or rail, ample accommodations and a hearty welcome for all, will be among the advantages.

We hope to give the preliminary program in our next issue.

EDITORIAL NOTES

If you can fully and unreservedly believe in any human being, do so, and let him know how sincere and satisfied is your belief. It will be the greatest thing you can do for him.

Dr. Snedden said, "The greatest weakness of the American teachers is, after they acquire a method or device in teaching they carry that method or device into the teaching of all subjects."

Few men in the South were better known or had more constructive work to their credit than had Booker T. Washington, president of Tuskegee Institute, Alabama, when he died a few days ago. Born a slave, and reared under the most unfavorable surroundings, he worked out his own education at Hampton Institute, and soon after graduating from that institution, he began to teach the sons of slaves. This became his life's work and he gave to industrial education in the South a new meaning and worked out a type of education for the sons and daughters of the colored race that has become an object lesson for the white race as well. And his works do testify to his greatness.—North Carolina Educator.

We, who live in Michigan, should be especially interested in the success of the meeting of the Department of Superintendence at Detroit, February 21st to 26th. The selection of Detroit for this important meeting is of itself a credit to our state, and the nearness of the location will enable many who could not attend meetings at distant points to be present. A larger and a better meeting than ever in the history of the organization is anticipated. For full particulars and railroad rates, address D. W. Springer, secretary, Ann Arbor, Mich.

Ella Flagg Young, who resigned the superintendency of the Chicago schools in December last, is a woman of remarkable ability and force. She attempted a big program for Chicago, and succeeded largely in her undertakings. She aroused public opinion as it has seldom been aroused before. The vacation on the Pacific Coast which she is now enjoying is well earned.

For more than fifteen years the editor of this publication has been urging the importance of rural school improvement, setting forth the fact that these schools are the weakest link in the whole educational chain. We are pleased to note that the Secretary of the Interior is greatly interested in rural school improvement, and is urging a nation-wide campaign along that line. He suggests consolidation of schools, the standard school, the county unit, or any other measure that will bring results. Many states are working along this line, and the outlook is hopeful.

SUGGESTIONS FOR THE FEBRUARY PROGRAM

By JENNY B. MERRILL, Pd. D., New York City

This month even the little children will talk about "Leap Year" in imitation of the older folks at home.

Their interest in the new calendar will carry over from January into February and warrants a short story about a little boy whose birthday comes only once every four years! It is too soon to offer any explanations of this fact. The little ones are usually quite willing to "take the world as they find it" and to them it is all a wonder world.

With older classes, and for our own instruction, it is most interesting to have the history of the calendar and especially of this clever device of adding the four quarter days together, and thus making a whole day for the calendar once every four years. This is attributed to Julius Cæsar.

It is quite amusing to listen to the chatter of the little ones about topics so far beyond them as "Leap Year." On the first and again on the last day of February, let the children count the 29 days, pointing to the figures on the calendar of 1916. Then show a last year's calendar and let them count the 28 days of last February.

February always is a great month even with its few days. It seems that it holds almost too many remarkable days, but the little ones are ready for them all. Be sure not to make much of history.

The historic sense develops later, but simple stories about Washington, Lincoln and St. Valentine may be prepared and pictures shown of scenes in their lives without reference to the big events of their great lives. (See Kindergarten Magazine, Feb. 1915.)

In schools where promotions are made twice a year, this month brings new pupils even to the kindergarten. This necessitates talks of home similar to those usually given in September.

As father and mother are the principal ideals in a child's life, this month of "ideals" does well to emphasize by pictures and songs and conversations "the ideal home."

In the early part of the month, then, present again "Family life" with a fireside scene if it can be procurred, also review the duties of each day of the week.

Secure Millet's "First Step" in which father and mother and child figure. Too often we seem to exclude father in our zeal for motherhood. Froebel's book cover for the Mother Play in the original, shows father, too.

Miss Poulsson, several years ago prepared a book called "Father Play" which I wish to commend to all kindergartners. Use it in mothers' meetings.

Lincoln had a large family and a picture showing him as father would not be amiss.

The beautiful home at Mt. Vernon would be appropriate to impress an ideal country home with a river near by.

Consider decorations this month from the national side, as it is the best concrete way to reach the children thru their handwork. Let them make red, white and blue chains early in the month and decide where to hang them.

Make much of the flag throughout the month and especially on the 12th and the 22nd.

Talk about naming children for Washington and Lincoln and St. Valentine. Who is named for his father? for her mother?

Usually there is more than one child in the family and we like to name the others for good, kind men and women. (Tell of a few good women. How many are named Mary!)

Do not dwell too much upon the soldier ideal, yet we cannot ignore it. My own views have been modified somewhat this year by reading of the disrespect in which the soldier is held in China! In China there are five grades, as it were, of citizens—but the one who is to defend all citizens is despised. We should not carry our repugnance to war as far as this. It was a sad sight to see such a great old nation as China so unprepared to defend itself.

Let us try to impress simply that soldiers are like our good policemen who watch when we are asleep lest any one harm our city. Treat the fireman in like manner.

Perhaps we can save a week at the end of the month for Nature work with twigs and buds and sap. A maple-sugar talk appeals to every child, especially if followed up by a "Maple Sugar party."

If there are those who want help in organizing the program by weeks, let us suggest as follows:

FIRST WEEK

Home week. Mother and father as ideals, also other members of the family as grand parents, uncles, aunts, cousins.

Care for the new pupils.

Dolls, toys.

The brave fireman.

SECOND WEEK

Stories of Lincoln to prepare for the holidays.

Collecting pictures of monuments.

The Lincoln cent. Why?

Lincoln and the slaves.

Story of Uncle Tom—Eliza and her escape with her baby. Kindness to animals. Pets. The kind policeman and soldier.

THIRD WEEK

Valentines. St. Valentine.
The postman who brings us valentines.
Pictures on stamps. Who?
Washington on his horse.
Washington's home.
Washington's monuments.

FOURTH WEEK

Nature work and leap year.
Horse-chestnut twigs.
Lilac twigs and others.
Snow melting—where does it go?
Sap—what is it for?
How can it climb to the highest twig?
Maple sap makes maple sugar.
How do we catch it as it runs up?
Picture of a maple-sugar camp. We must be careful not to catch too much. Why?

METHOD

Follow the child. Listen to his questions. Listen to his remarks. Follow them up to lead him to the next higher step.

Give him a chance often to suggest what to do. Let him feel his own problems and try to find solutions. For example, let the children organize the game of postman if they want to play it. Work upon their suggestions. Let them select a mail box, find a place for it, etc.

These childish problems are very small ones, but they lead to decisions and choices which tend to develop the will. Constant dictation in handwork or constant fully regulated games prevent the development of initiative and originality.

Remember five sound categories for Kindergarten Method are:

1. Locomotion—activity of body.
2. Nurturing—love of each other and of our pets; care of plants.
3. Communication—social life, talking, telling.
4. Constructing—making.
5. Exploring—trying to find out.

POSSIBLE HAND WORK FOR FEBRUARY

1. a. Free illustrative drawing in connection with many of the topics. Drawing is another way of talking or communicating ideas. City children have drawn very vivid pictures to illustrate the work of the fireman. Of the postman and the policeman.

They have drawn the maple sugar camp especially if a miniature camp is arranged in the sand tray with blocks and the kindergartner illustrates on the blackboard as she tells the story.

b. Single objects mentioned may be drawn as the ladder, the axe, the postman's cap or bag, an envelope, a light-house.

c. Designing decorative borders for valentines from a given unit.

2. Free cutting, after folding for valentines.

Free cutting of maple sugar cakes, etc.

3. Mounting fancy cuts for valentines, mounting pictures, making flags, chains, badges. Use cancelled stamps.

4. Building monuments.

Building Washington's home.

Building Lincoln's log cabin.

5. Sand table scenes. Winter Soldier Camp. Making maple sugar.

6. Clay Modeling. Dishes for home week.

Twigs, trees, buckets for sap in Nature week. Cakes of sugar.

7. Painting. The flag (free), twigs, their growth shown from day to day.

STORIES

Little Boy Hero of Haarlem.
David and Goliath.
Brave Mary of the lighthouse.
Search for a Good Child.
Lincoln's Love of Animals.
Washington's Garden.
Washington's Prayer at Valley Forge.
How a Letter Travels.
Good St. Valentine.
The Red Cross Nurse.
Farmer Brown takes Johnny to the Maple Sugar Camp—what the do. "Sap's runnin'."

GAMES AND RHYTHMS

These should grow out of the experiences of the month. Conversations and stories suggest them.

Practice marching by ones, twos, fours; make arches by touching flags; salute the flag often this month.

Dramatic play helps fix the stories told. A few children will lead in dramatizing any story.

In dramatizing "Brave Mary," let the children make suggestions; if they do not, suggest a child standing on a chair for the light-house.

Perhaps they will choose other children to stoop for the rocks.

Still others will make a boat.

The game of postman is very readily dramatized; adapt it to city, village or rural environment.

The children love to play doctor and nurse at home. Why not in kindergarten? Important points are emphasized by this concrete play. In this play they children could cut the red cross and use it on the arm. It is not necessary to play the whole story. A few hints carry it out sufficiently. Let it grow gradually.

Imitate several musical instruments in connection with the marching, beat time with two blocks. It may be a good time to plan a "band" which so many kindergartners find a success. A very simple one is sufficient.

The drill in beating time together develops the time sense, trains the sense of hearing, and requires close attention. The kindergartner may use a baton. A

good piano accompaniment helps but is not absolutely necessary.

Sing, "Left, right, listen to the music." (A dozen and two Songs.)

A few children may be given paper horns to toot, several have blocks to strike together, a triangle or bell may be added..

A trombone interests, too.

Invite children to bring any musical toy. Secure a drum if possible. At least imitate its rub-a-dub-dub at intervals.

Let the band grow little by little. Do not attempt all at once. Tell how music helps the soldiers to march long marches without getting tired.

Sing "Marching Thru Georgia," or any other Soldier Songs in the various collections as Neidleiger's or Bentley's. Consult the index of all your song books. You may have overlooked just what will help you.

Continue winter snow games if the weather warrants, as snowballing, skating, snowman.

Throw balls at a target, into baskets, etc., for training the eye. (Consult "Games and Finger Plays for the Kindergarten" as compiled by the N. Y. Public Kindergarten Association. These are merely classified lists giving the books where each game can be secured.

WHEN LINCOLN "KILLED HIS MOTHER'S TURKEYS"

MARION THOMAS, in The Graded Sunday School Magazine

On Lincoln's and Washington's birthdays the kindergartner told stories appropriate to those days. There was a noticeable improvement in the children's interest and attention, but still the kindergartner was not satisfied, and then one day she met Parker's mother.

Parker's mother exclaimed: "I have been hoping that I might meet you, for Parker's father and I would like to inquire concerning the idea of goodness which our son has obtained as a result of your instruction." This sounded rather serious, and the kindergartner was startled and troubled until she discovered the twinkle and the suggestion of laughter in the mother's eyes. Then she urged, "please tell me what has happened."

"On Lincoln's birthday," the mother continued, "Parker came home from kindergarten and announced that Lincoln was a good boy and killed his mother's turkeys. Now, tell me, please, how did my son get the idea that when Lincoln killed his mother's turkeys he was being good?"

"I haunted the public libraries for days," explained the kindergartner, "and read histories, biographies, and school magazines without number for facts and story incidents about the childhood of Lincoln which would appeal to my boys and girls and help them in their own character building. The turkey story was the best, and I have no doubt that Parker understood it and got just the meaning I wanted him to get, but he has twisted it in the telling. Lincoln did not kill his mother's turkeys. He did kill turkeys for his mother—but they were wild turkeys, turkeys Lincoln caught and killed and brought home for food at a time when his mother needed all the assistance it was within the son's power to give her.

"In telling the story," the kindergartner explained further, "I pictured the mother's need, Lincoln's willingness and desire to help her, and all that Lincoln did to aid her. Parker's generalization that Lincoln was a good boy was correct, but he certainly did twist the story."

"I knew that an explanation could be made if only I might meet you," said the mother. "And I thank you, for now we know how to retell the story at home and to make certain that Parker has the right ideal of goodness."

The mother smiled as she went her way, but the kindergartner realized that the question had been rather a serious one after all, and right then and there she decided that next year the children's own personal interests and needs should take precedence over others.

WASHINGTON'S BIRTHDAY

F. G. SANDERS, Toronto, Ont.

Soldiers caps, large enough for the children to wear may be made from white paper with a decoration on either side of a red and blue rosette. These caps should be worn while the children march around the room singing a patriotic song.

The main thought brought before the class on this day should be that of love for home and country, and respect for those who gave their lives in defence of same.

The spirit of peace and harmony rather than the spirit of fighting should be emphasized.

Dwell upon the glory of George Washington's life, his honor, his truthfulness, and his success as a military leader.

PAPER FOLDING

Let the children make folded frames from paper large enough to fit the small Perry pictures of this great man. These to be taken home as souvenirs of the day.

DRAWING

The flag will be the most interesting of drawing lessons on this day. As the children draw, one child may explain the meaning of the stars and stripes.

Calandars, with a suitable decoration of hatchet, cherries, soldiers or flags, made by the children, might be pinned about the room.

Civil Service
Earn $60 to $150 a month. Government positions are permanent. Both sexes. Vacations with full pay. Short hours. Good chances to advance. Ordinary education sufficient. Write for free catalog giving full particulars and terms.
BROWN'S HOME STUDY SCHOOL
600 Brown Bldg., Peoria, Ill.

KINDERGARTEN DISCIPLINE APPLIED IN THE I A CLASS

JENNY B. MERRILL, PD. D.

I recently visited Miss Hilda Busick's kindergarten. It is one of the best known in Manhattan.

Miss Busick's discipline is very quiet, steady and firm.

She never raises her voice in command. She establishes a few strong ideals in the child's mind and insists that he live up to them. She makes him feel responsible. One of these ideals is that of being self-helpful, and then helpful to others.

It is a most interesting sight to see the little ones see for themselves what needs to be done, and run to do it without waiting for direction, as for example, offering a chair to a visitor or picking paper from the floor. A premium of praise is put upon initiative, and yet the children are not too self-assertive.

As a rule, the positive ideal is evident. There are few restrictions or dont's.

Self-control in conversation is developed gradually by appealing to the ideal of politeness. "We must give each other a chance to talk."

A young pupil-teacher from Miss Bosworth's Kindergarten Training class was assisting on the morning of my visit.

She was called away to take charge of a I A class.

She was full of eager interest to apply to windergarten methods and to make a success.

Upon her return from this, her first experience with grade teaching, I questioned her.

She had enjoyed the venture very much and eagerly reported two incidents that had occurred to test her kindergarten ideals of discipline.

One boy persisted in whistling for a time. "Tell me if I did right," she modestly asked. "I did not notice him for a time, but as it continued, I said, 'Hark, children, is that a bird singing? Perhaps he is hungry; let me throw him some bread crumbs."

Needless to say, the whistling stopped when the attention of the whole class was turned upon him.

The child felt the delicate rebuke. He was made to feel just a little uncomfortable, but there was no unpleasantness.

The second incident related to me was of a boy who kept pulling the hair of the child in front. "What did you do?" "I walked right up to him and said, 'Are you having a good time?' Then I turned to another child and said, 'What do you like to do to have a good time?' The child answered, 'I like to sing.' 'What would you like to sing now?" Again the child was indirectly rebuked.

He joined in the song and dropped his mischief.

Of course I commended Miss C. for her two happy thoughts using as she did "Good" to overcome "Evil," thus working along the line of positive discipline rather than negative.

Miss C. at once gave all the credit to her kindergarten practice under Miss Busick.

She said, "I learned this method here in the kindergarten and I thought I would try to apply it to the older children. I never knew how to do it until I came to work under Miss B.

Many of the kindergartners in New York City and elsewhere are going into the grades. The experience will be a rich one. It is as delightful to watch the development of a child from six to seven as from five to six.

I congratulate the elementary school upon the accession of kindergartners. I trust the kindergartners will carry over these principles of discipline and not yield to antiquated modes of correction if they are so unfortunate as to find them anywhere.

As the child passes on he comes upon the age where more strong drill is needed.

Indeed, our greatest child student, Dr. G. Stanley Hall, thinks we have not taken sufficient advantage of it. He calls the age from 8 to 12 the "drill age," but at the same time, it is true that our very large classes in public schools tend to over-accentuate drilling to the neglect of initiative and thus make machines instead of thinkers.

One excellent corrective I have noted of late years, is the use of dramatic illustration of the reading lesson and of the story in the I A and I B classes.

The children play out any reading lesson in their own simple ways. They show more life, freedom and initiative in this exercise than in any other way. Kindergartners are well prepared to carry out this simple dramatic work in I A.

Its effect upon the reading is marked. It helps in breaking up stilted reading. It helps the children get the sense of what they read. It helps them in oral reproduction of the story.

It is a relaxation and entertainment to both teacher and child. It develops grace and gesture, or I may say, permits the child to retain his own natural grace. Elocutionists now study the child's wonderful tones and gestures. The large public school too often tends to efface them.

NOTE—Kindergartners going into the grades should look up simple dramatic readers. Miss Mae Higgons, president of the N. Y. P. S. Kindergarten Association is teaching this year in a I A class and highly recommends "The Story Reader." Its name surely is happily chosen. It follows "The Culture Reader," and "The Aldine" in the use of Mother Goose. Several readers are now usually supplied during a term. The day of one reader only in a grade is past in our best schools.

I send good cheer to those kindergartners who are going or have gone into the grades. In most cases I am sure, they will find it a broadening and a happy experience. In certain respects it is a relief while it adds other duties.

The true mother enjoys her babies but delights in moving forward with them.

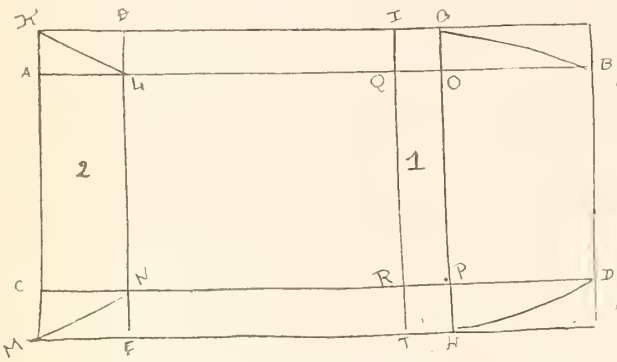
THE SLEIGH

F. G. Sanders, Toronto, Ont.

The sleigh is a very appropriate object to make use of as a manual training lesson for February, and it is a very easy lesson to manage.

Give the children any size paper of any color, of medium or heavy weight providing it is oblong in shape.

Let the teacher draw the diagram of the sleigh on the black-board. Let the children use their rulers. Rule lines AB AC—the only caution neces-



sary is to tell class to have them at the same distance from sides of the paper. If AB is one inch from edge CD must be also.

Rule lines EF IJ GH taking the proportions from the black-board sketch.

Slant line from G to B and from H to D.

Cut line from K to L and from M to N.

Cut line from A to L and from C to N.

Cut on line from B to Q and from D to R.

Cut on line from P to O.

Paste 1 and 2 under the sleigh's body.

Bend runners into position.

Put wool for rope to pull the sleigh.

FEBRUARY NATURE STUDY

F. G. Sanders, Toronto, Ont.

Notice how the snow melts around the base of trees, weeds and bushes. The reason for that is that when the sun shines, a certain amount of heat is absorbed, which melts the snow near by.

In February look for the seeds still hanging in their pockets to the birch trees. Winter winds have not blown them all away. When the pockets are opened, hundreds of tiny seeds are discovered.

Notice also that by February very few rowans are left on the trees, but traces of feasts that the birds have enjoyed may be seen on the snow under the trees.

Seeds should be sown in window boxes so that class may watch their growth. Keep a record of when the seeds were sown and of when the first cotyledon made its appearance.

Have as much variety as possible in the seeds, so that differences may be noted when leaves begin to show. Do not be afraid to take some up and examine roots. Good drawing lessons will be the result of this observation.

Where are all the birds? Watch for the return of the first.

Lessons on the caterpillar, the cocoon and the chrysalis, will be in order.

Perhaps some Pussy willows, venturesome enough to come out in February may be found. If so the teacher will not lack material for object lessons, paper cutting lessons, drawing and songs.

What about the trees in February? Because we do not see any leaves, are the trees dead? What about the sticky brown buds on the chestnut trees? On what other trees have buds been seen?

Encourage the children to notice the weather conditions. Is there any wind? From which direction does it blow? Is it freezing or thawing? What does the frost do to the ground? What use is the snow? When it melts, where does all the water go?

Have twigs in water and watch for the buds to unfold. Twigs from apple trees will blossom in the school-room if kept in a sunny place.

The covering of birds is an interesting topic for this month. Those birds that do not go south in winter are provided with extra down to keep out the cold.

Perhaps some children have seen swans and geese swiming in the water in winter time, and evidently enjoying it. How do we account for their not taking cold?

SUGGESTIONS FOR CLAY MODELING

Carrie L. Wagner.

February is such a short month, but so full of subject matter that is interesting to the children. Valentine brings numerous interesting articles to make, among them pretty things made of clay. What could be a prettier than a necklace of clay beads painted red with a heart pendant? This could be given to mother or a little friend for a valentine. Larger clay hearts, painted red, with pretty pictures pasted on them and a string fastened in the top while damp, will make prety plaques.

Some of the trades are spoken of this month, and it will be easy to make some of the things belonging to the blacksmith shop. After singing the "Anvil Chorus," it will be interesting to make the hammer and the anvil, and some of the children will even attempt to model the horse. Perhaps they will call the horse George Washington's pony or the one he rode when a soldier. And how interesting it will be to make cannons, guns, and build forts of the clay.

"How the wind blows,
How the cold grows,
Jack Frost is coming,
Look out for your toes
Icicles freeze
Fast to the trees,
There—he has kissed you,
I just heard you sneeze."

MOTHER PLAY

LENGTHWISE-CROSSWISE

(The Target.)

(Translated from the German of Frederich Froebel.)

BERTHA JOHNSTON.

Motto for the Mother (Prose Rendering.)

However meaningless this play
May seem to be,
Yet therein lies much more
Than one may imagine.
It resembles the rough diamond
Which, when polished,
Shows many hues in one,
To the delighted eye.
How, also, things dissimilar,
Readily offer themselves to combination;
How, also, the widely separated,
Join themselves into one;
And also, the union of other different things,
This little play searches out,
For those who love to see
Truth wreathed about with play;
Which the child's mind
Senses with such wonderful ease,
And which, towards the high advantage
Of this insight, paves the way for him.

That all activity
Leads to one Whole,
And, also, that to Labor
Is due a just recompense;
That nothing is arbitrary,
That things condition themselves,
That Proportion strives
To express itself in all things:
Help your child to
Comprehend these truths, in his feelings;
Presaging this, measure, moderation,
Will not leave him, during his life.

SONG FOR THE CHILD

This stick lay I lengthwise,
This stick lay I crosswise.
Then in both a hole I bore,
And drive a nail right through the core.
This makes a flat board, fastened well,
And the Target is ready then to sell.
"What costs it?"
"Three pennies"
"Why, that's too dear!"
"You have not counted the cost I fear"
"One penny cost the small, straight sticks,
"One penny costs the smooth, flat board,
One penny's due the skilful labor.
"So if three pennies you cannot afford,
Goodbye, little neighbor."

With this little play we enter upon a new, a peculiar stage; yet this play must occupy a necessary place, whatever it may be, in the course of the child's development, for I have found it, as to its universal, primitive form, in the most diverse districts, and in the most diverse of German dialects, both High and Low. It seems to me important for the child's life as a whole, since it leads him, by the easiest steps, into the life of the intellect, and the life of trade.

The external side of the little play, is already known to you, Mother. The baby stands or sits in front of you, holding, first his left hand, then his right hand, horizontally towards you. You now take, either the index finger of your baby's other hand, or of your own, and draw with it on the other, two lines, which intersect each other, exactly at right angles; then you pretend to bore with the middle finger, a hole at the point of intersection, next letting it represent a hammer, driving in a nail, finally placing your hand flat upon it, meanwhile singing the given song.

As already said, the little play is very common, and in most varied forms. Why? Frankly confessed, I see therein the first traces of an effort to make the child mindful of position and form, and the phenomena necessarily associated with them. The one line is the line of length, the other, that of breadth; joined together, one appears as perpendicular, the other as horizontal; they intersect each other reciprocally, in their center, which unites things opposed, such as the four equal and therefore right angles, which lie adjacent to it, formed by both lines reciprocally intersecting each other. Also, both lines, with their four ends, lie in one plane, which is doubly shown by the hands, the one beneath, and that clapped upon it.

"There, I don't understand one word of all that," you say; "how then can my child understand anything of it?"

You are right, Mother. Your child could not understand one word of what has just been said, were it told him. But, Mother, he must have some presentiment of the thing, or else the play would not please him so. You see, therefore, thoughtful, attentive Mother, some understanding of the thing must touch the deeper springs of your child's nature, lie closer to his natural, original, primitive self, than an understanding of the Word. Would you then teach him in a way that is natural and that will impress him, teach him directly through his observation of and experience with things.

"Why should such educational methods be so abiding?" you ask.

What is observed for oneself impresses itself deeply, three things being therein always united, which the child seems to presage: the object, the particular, the universal, and the relation of both to the child.

Three things are also here undivided,
And even if the child does not yet name them,
Yet in him they awaken strong feelings
Else he would not observe them so attentively.

The three lead to one goal,
To which also the child now inclines:—
To have mastery over things,
In relation to Size, Number, and Form.

The artist himself, seems to wish to bring this home to the child; the three Tyrolese archers have one and the same aim in view; and the same pleasure reigns in the hearts of the three boys who are carrying the target.

INTERESTING FACTS REGARDING KINDERGARTENS

Mrs. L. T. Worley, Dallas, Tex.

That children enter the subsequent grades with much better mental poise, as well as ability to think and act, than children who have not been in kindergarten, is proven by the third of our series of articles on the kindergarten through Miss Georgia R. Locke of the Graduate Kindergartners' Club, San Antonio.

HOW THE KINDERGARTEN HELPS

Just at the period of life when a child is enriching his vocabulary, his reading is the first step from the kindergarten to the primary. He does not read in a dull, uninterested way, 'I-see-the-blue-bird.' He reads with animation: 'I see the bluebird.' He has been in the park and seen the bluebird; he has played being a bluebird; he has picked out the children dressed in blue; he has drawn a crude picture with a blue crayon. He has heard stories and repeated them. He has learned some of the best verses the language affords. The exercises of the intelligently conducted kindergarten are infinitely more interesting to the normal child than being suddenly called from play and bodily freedom to give attention to signs in a book from which he is told to say 'The cat sat on a mat. 'It is an ox,' etc. If the conditions are favorable to eager interest the exercise of reading will have the best effect.

ARITHMETIC

In the kindergarten the child does not have actual lessons in number, but he uses numbers in a practical, concrete way. He and his companions are told to march in twos, and if this is well done they may march in twos and twos, thus making fours. He is told to choose six children to play a game and that the next time he may choose nine if he can count the number correctly, and so by learning, in using numbers and their combinations, he comprehends number and he is getting a vocabulary of words that stand for real things; he divides, puts together, transforms, distinguishes from form and color and creates at first hand mathematical formula. He applies what he learns. He discovers and recognizes through original experience. A little boy who had played with a set of blocks containing eight cubes was given a new set containing eight blocks of another shape, whereupon he announced almost at first glance, 'Same much as cubes,'

GEOGRAPHY

The child in the kindergarten learns position and direction and other elements of geography. He visits the railroad-yard across the way and afterward builds a railroad-yard in the sand in right relation to the kindergarten; he visits a business street and reproduces it afterward with blocks in right direction from a residence street. Simple geography, of course—very simple—but the surest kind of foundation for later lessons in a book labeled 'Geography.'

The preparation a child gets in a good kindergarten for later lessons in music, art, handwork, physical training and nature study is so obvious it need not be dwelt upon. Nature study just comes along as a child's power develops through observation. It teaches the value of absolute truth; it cultivates a love of the beautiful and a perception of color. A child soon learns that he can not manage nature; nature study places emphasis on kindness instead of cruelty; it encourages a natural desire to protect. With suggestive stories the child's mind goes on investigating and he is made to feel that the nature story is a continued story and that there is always something coming and with it the development of his mind.

The kindergarten child is independent, self-reliant. He is called upon constantly to look out for himself, his surroundings, the younger children. He straightens cupboards, puts on his own coat, waters plants, leads the games, sings alone; not very big acts in themselves, but the kindergarten child is not very big, and these independent acts day after day, suited to his ability at four or five years, make for independence, self-reliance in bigger measure at eight or ten years.

The kindergarten attempts to send children forth neither bashful nor precocious. The misfortune of both faults is obvious. Two little boys who entered kindergarten at the same time were the extremes of these two types. The difficulties of the kindergartner in handling each case according to its needs were many and trying, but they are now forgotten in her pleasure in knowing that both children are doing well in the grades, hampered neither by shyness nor forwardness. As the farmer does not think to enhance the value of his crops by planting his seed sooner than the prescribed time, but by fertilizing, plowing, studying the kind of seed in relation to the kind of ground, gives fertilizing experiences and prepares the soil for the seed, which will soon be planted there in the shape of primary school lessons.

It is a pleasure to think, just under the snow,
That stretches so bleak and blank and cold,
Are beauty and warmth that we cannot know,
Green fields and leaves and blossoms of gold.

Look up and not down;
Look forward and not back;
Look out and not in;
And lend a hand.—Hale.



Mother Play Picture. "THE TARGET"

HINTS AND SUGGESTIONS FOR KINDERGARTNERS AND PRIMARY TEACHERS

By BERTHA JOHNSTON

Upon reading Frobel's Commentary to the Target play, we find ourselves asking, is there in English folklore any such finger-play? In other words, is the little game of so universal a character as Froebel thinks, or is it limited to districts in the lands of the Teutons? Germany seems particularly rich in such finger plays. Is it possible, that had some investigator made some fifty years ago, a similar study and compilation of English finger-plays, that they would have proved equally abundant. If any of our readers know of any such plays as have not yet been noted, we will be pleased at the opportunity to record them.

In modern times Germany still seems to be the country in which the Schutzen Fest were still held, and even in America, our German citizens still maintain the good old picturesque outdoor festival. So general there has been this traditional practice that it is, perhaps, not surprising, that the child should have a finger-play based upon it.

Target practice is of course in vogue amongst those who wish to acquire skill with firearms for hunting or for war, and archery as a pastime was revived in England in 1844 and in the United States in 1878 and has many skilful devotees, so that while the finger-play as such, is new to most children, the target itself is more or less familiar.

The regular targets used in archery are made of straw covered with canvas.

The little play as given by Froebel suggests three lines of development. We can devise all kinds of aiming games that lend to train to accuracy of eye and muscular control; there are the mathematical principles involved in the relations of the parts of the target to each other; and there are the equitable principles of trade.

On the morning circle let the teacher superintend the making of a simple target. She may be able to secure a round barrel-head and then with due importance, have the children place the two sticks that are to strengthen it; the proper adjustment of these will give opportunity for noting the relations of the sticks to each other, the angles formed, and the like. An augur may be necessary for making the holes for the insertion of the wooden pin. Then let concentric circles be drawn upon it, after which it can be put in position and the children may toss at it the First Gift ball.

If, for any reason, the making of a target is not feasible, draw on the floor two straight lines, about two feet long, at right angles to each other to represent sticks, and then a circle or so around them, and let the children roll the balls into the rings.

An aiming toy for beanbags can be made of a wooden-box like a soap-box. Remove the top and one narrow end. Then turn it upside down and it will stand in an inclined position. Saw one or two holes into what is now the top and the toy is ready for action.

The Gift work suggested by this play is as follows:

First Gift—Aiming games.

Second Gift—Build tower in center of ring to be knocked down with sphere.

Play store to bring in elements of honest dealing. Good fruit; good flour; crates of vegetables, etc. Before we can eat our breakfast how many people have helped to prepare it for us. Coffee growers in the east, orange growers in the west, cereal growers, and the boatmen and trainmen.

Of the Third and Fourth Gifts make shops with counters, bales, crates, etc., also target shop. Circles can be used for targets. Also for pennies.

Of rings and sticks make target design for shooting-lodge frieze.

Of sticks and peas make outlines of saw and other tools as seen in the picture.

With Occupation materials, use the paper circles as targets with sticks pasted on to strengthen them. It may be necessary to cut a tiny notch in the middle of each stick so that they will dovetail.

These may be sold over the tiny counters made of the Third and Fourth Gifts. In each case call attention to the workmanship of the target; the materials and how well put together.

Tiny arrows may be cut from stiff paper, and with the cardboard modeling, make a small cylinder to hold the arrows like a quiver.

Katherine Dopp, in "The Place of Industries in Elementary Education" has a fascinating chapter on the arrow and the various processes necessary to the making of a perfect one.

Speak of the long practice required with firearms and bow and arrows, before skill is acquired. Tell the story of William Tell, and the apple. Also, David and Jonathan. This being the month of St. Valentine, you may tell of the little winged archer Cupid who never fails of his mark. Cupid was the god of friendship between those of the same sex as well as of the attraction of the different sexes for each other. Does the time and thought spent on making ugly, crude, unkind valentines represent labor well directed? Let the children feel the difference between the labor spent on making something friendly and beautiful and on something that carries a sting.

In "The Parents' Assistant," that famous book of short stories by Maria Edgeworth, are two that older children may enjoy reading. One is called "Two Strings to his Bow." The other, "The Little Merchant."

When speaking of the skill acquired in shooting do not fail to mention the gun used by the life-savers

when firing the life-line over a wrecked vessel. In this connection speak of the splendid courage and heroism of the life-savers and let the children feel that justice requires their being adequately paid.

Why do scientific men, teachers, doctors and the like, find it necessary to ask the prices they do for their services? Because, for one thing, they have to spend much time and money to prepare themselves for their professions.

A little finger play can be made by holding horizontally the middle and forefingers of the left hand to represent a counter or table. The other fingers are doubled up out of sight. Back of these two fingers let the forefinger of the right hand stand up to represent the target-maker or shopman. The two thumbs stand up on the near side of the counter to represent the two children. In reciting the words of the target song, (see commentary) let the forefinger nod back and forth when speaking, and the two thumbs do the same when it is their turn.

66666 6666666 6666666
Three small boys are they—
Off for a holiday.
With a target round and arrows straight,
To practice till they can shoot first-rate.
Each bright boy a nickel paid,
So partial owner he was made.
Each shares in the cost and shares in the fun,
And shares in the joy of a victory won.

Three marksmen bold are they—
Off for a holiday.
With target round and rifles new,
To practice till each one's aim is true,
So distant the target, ('twixt you and me),
I wonder how they the bulls'eye see.
But hands are steady and keen their eyes,
They know its position, shape and size,
So they practice long, until each scores high,
When, with friendly handshake, they say "Good-bye."

FEBRUARY

OLIVE WILLS.

This is the month when songs of love and patriotism are sung all over our land, when kind thoughts for each other are fluttering on wings of love among the children and among the grown ups as well. When memories of heroic deeds are recounted to the little ones so that patriotism and love for the Fathers of our country may live generation after generation.

Since we all know the joy little children feel in doing with their hands and how this doing impresses the lesson more, firmly on their memory, we will again make our valentines and spread the love messages abroad.

Lincoln had love of right and honor, Washington deep love of country, thus love is the spirit of the season and we feel glad that we can celebrate these two birthdays in the same month with St. Valentine. The three valentines here given should be outlined for the youngest children then directing their work in coloring, or if you like give them a cardboard pattern and have them trace around it.

(See illustrations on following page.)

The heavy drawing paper is folded and the parts marked with a star in the illustration are placed on the fold, cutting the whole double so they will make booklets with the message inside.

Color before cutting them out and you will have cleaner edges.

Choose any message you like but here are a few given:

For the pansy.

"Pansy is for memory of you."

The dove.

"Beneath my love's safe sheltering wing
The heart, dear love, should rest and sing."

The sailboat.

"Sail, sail, o'er the ocean blue.
And bear to my love my message true."

An interesting way to study of Lincoln and Washington would be to make booklets of pictures cut from circulars, papers and magazines. These pictures of flags, soldiers, caps, tents, guns and cannons. An interesting booklet noticed was like an A B C book, using only the letters of the much loved names Lincoln and Washington. For instance.

L is for Lincoln, very brave man.
(In this page paste a picture of Lincoln.)
I is for Illinois where this great life began.
N is for navy and C. the cannons they used.
O is for orders he gave to his men and
L the love without end.
N for the nation he blessed and saved for us all.

KINDERGARTEN CHILDREN SUFFER FROM FROST BITES AT ST. PAUL

More than one-third of the children in the kindergarten and primary grades of the St. Paul public schools were absent January 12th.

All of the schools had sessions and were well heated, but many parents kept their children at home rather than let them face the biting sub-zero cold.

At every school the principals reported that scores of children were absent.

CHILDREN FROSTBITTEN

Dr. E. A. Meyerding, school physician, received many calls this morning from principals asking what was the best treatment for frostbites as many children were suffering from frostbitten toes, fingers and ears.

The treatment prescribed by Dr. Meyerding was an application of snow to the affected parts, followed by movements to stimulate the circulation. After these treatments an application of any soothing ointment was used.

Every man is his own ancestor, and every man is his own heir. He devises his own future, and he inherits his own past.—H. F. Hedge.

VALENTINE PATTERNS by Olive Wills, (See preceding page.)

LITTLE PIECES FOR LITTLE PEOPLE

LIVING PICTURES OF GEORGE WASHINGTON

MARGUERITE, MILLER, Teacher Public Schools, Washington, D. C.

Characters: Children of kindergarten or primary grade age, in colonial costume representing,

George Washington, as a boy.
Mr. Washington.
Mrs. Washington.
Colored slave boy.
Schoolmaster.
George Washington, as a soldier.
Betsy Ross and friends.
George Washington, as a gentleman.
(Child in colonial costume to recite the following verses as the scenes take place.)

Verses.

1.

Many, many years ago
There lived a wonderful man
Whose name is known everywhere
Throughout this great wide land.

2.

You all know good George Washington
And what he did and said,
But all you know about him
Is just what you have read.

3.

Today I am going to show you
How all these things you know
Really, truly happened
Many years ago.

4.

Don't you love the story
Of George and the Cherry tree?
That is the first picture
I am going to let you see.

5.

You know George had a hatchet
As sharp as it could be.
He couldn't help but try it
On his father's cherry tree.

(George Washington as a boy enters, testing his hatchet, cuts at imaginary objects, notices a small cherry tree (artificial) cuts it down, throws up his arms in dismay, picks up a bunch of cherries and runs off the stage.)

6.

But his father didn't like it
When he saw his cherry tree.
And he scolded his little colored slave
As cross as he could be.

(Mr. Washington enters followed by his colored slave, notices the fallen cherry tree and shakes his head angrily at the slave. Slave drops to his knees, shakes his head and cries.)

7.

But George's mother said, "O no!
I don't believe 'twas he.
Do not be so cross just now,
Let us wait and see."

(Mrs. Washington enters, lays her hand on Mr. Washington's shoulder, takes his cane from his hand and shakes her head. Slave rises.)

8.

Then out sprang George
Who was near by
"I cut it with my hatchet
Father, I can't tell a lie."

(George Washington enters, running and holding up the hatchet and cherries.)

9.

Of course they all were very glad
To think George had not lied.
And George's father shook his hand
And looked at him with pride.

(Mrs. Washington embraces George. Mr. Washington shakes his hand. Children leave the stage.)

10.

When George Washington went to school
He learned his lessons from a man.
And later, when school days were o'er
George was a soldier in command.

(George Washington enters with paper and quill accompanied by school mates carrying book and rod. Leaves the stage and George, as a soldier marches in, turns and marches out.)

11.

Because his country had no flag,
Betsy Ross and a friend or two.
Made for him the flag you see
Our own red, white and blue.

(Betsy Ross and friends enter carrying strips of American flag. Group themselves and sew. The soldier Washington enters, greets the ladies, examines the flag, nods and smiles. Children leave stage.

12.

Although he was a busy man
He liked to have his fun.
And when the ladies gave a dance
He went to everyone.

13.

Minuet.

(Betsy Ross and Washington as a gentleman enter dancing steps of the minuet singing or accompanied by piano.)

14.

Now girls and boys let's give a cheer
For great George Washington.
Aren't you glad that you live here
And love him, everyone?

(Washington as a soldier marches in and halts as child reciting waves American flag over his head and concludes verses. Children leave stage.)



STUDY OF A PICTURE.—VI.

("THE HUNGRY QUARTETTE."—J. ADAM.)

By Mary E. Cotting.

Touching the pictured kittens one after the other the teacher counts one, two, three, four—what? Yes, plump, little kittens. What kind are they? Do they look like your tiger-cat? Your pussy "has no white upon her"? What parts of these are white? Yes, there is a good deal of white on them. Which one has the least? That one then is more like a tiger-pussy than the others, isn't it? Where are they? Yes, it's their home; but in what kind of a place is it? So you "can't think?" Well, they are not in the house, can you guess now? I will help you a little: do you know what that is a pile of at the right-hand back part of the picture? You "can't think?" Why, that is hay. It makes a fine bed for pussies. You thought "the cloth on the floor was the bed?" Very likely that piece of an old horse-blanket was spread on the hay, once upon a time when the kittens were very young; but when they began to learn pussy-cat games it was pulled off in some of their frolics. Well, I promised to help you guess where their home is; it's in the barn—up in the loft,—that means upstairs. These pussies must be barn-pussies then. Those beams which you can see at the back of the picture show us that this is a barn as well as the hay does. "What are beams?" You remember, don't you, those great pieces of wood which we saw the other day on the load of lumber—the ones Laddie called "logs with square ends?" Those are used in making a building in the places which must be strong; and when they are used as they are in this barn they're called beams.

What are the kittens doing? "Nothing?" Better look closely, and think again. "One's stretching his mouth open; another is watching something up high, and the "tiger has his back to us and we can't see what he's doing: the other's just only looking." Do you see anything on the edge of the blanket near the front of the picture? Who is watching that grasshopper?

What do you think is going to happen by and by? Yes, "that grasshopper will be caught." "Do kittens eat grasshoppers?" Old pussies do, but I don't believe these kittens would. Cats love to hunt in the grass for them, and though they eat them, grasshoppers aren't the right food for pussies. I suspect mother-pussy brought this to show to her kittens so they might learn about and practice catching it. Grasshoppers are such lively insects a pussy must be very quick to jump and strike them if she's to catch any "Where is the mother-cat now?" Very likely she's hunting for something else to bring home to the family. You know kittens have a great deal to learn, and Mrs. Pussy is very careful to show and teach them all about all the things they will see by and by when they go from this home in the barn. "When will they go"? The mother-cat will let them go just as soon as they know how to take care of themselves. Let's think of all the things they can already do. "Lap milk, wash heir faces, chase each other, roll around, run after their tails, bite, scratch, climb, purr, catch mice." Yes, they are able to do all of these things except to catch mice; they're not strong enough to do that yet. Pretty soon they will be though. Why are they waiting around that dish? They are waiting for some milk; they're hungry. Biggest Sister will soon bring them some, she does every day, "Will Mrs. Pussy come for some, too?" I think so, because you see that dish is large enough to hold milk "aplenty" for the whole family. "What are they going to do after dinner? Wash their faces and take a nap, maybe. "What are those two white lines for down back" in the picture? Those are just cracks between the boards that form on side of the barn. If you peeped through them you could see right out of doors. "Do the kittens look out"? I don't believe they do. "What makes it so dark at the back"? That's the way it is in a real barn. Whoever paints pictures knows all about the places he puts into them. "Did he know about kittens"? He surely must have, for he painted a great many pictures besides this showing pussies doing exactly the things that they are always doing. I think an artist,—that is what we call the person who makes pictures—must love pussies and know a great deal about their, dear, comical ways to make pictures of them, don't you? You "love pussies"? I'm glad you do for then you will be kind to them.

During the period while the picture remains before the children encourage free expression about their pets and what they do for their comfort. Much handwork similar to that introduced in connection with the picture used in October may be used with this by Adam. The rhyme-story given below may be used instead of a prose one,

"O, my pussy, full of play,
Tell me what you do all day."

"O," said pussy winking her eyes
And twitching her tail in droll surprise,
"I go racing over the floor,
Out at the window, in at the door;
Now on the chair back, now on the table
'Mid balls of cotton and spools of silk,
Or crumbs of bread and jugs of milk.
And I love rolling over and over
In the fresh, green grass and nodding clover;
Chasing the shadows as fast as they run
Down the green paths in the summer sun,
Climbing to tree-tops brave and bold,
Now enough I'm sure I've told.'"

BOSTON, JAN. 10, 1916

At the January meeting of the Lucy Wheelock Kindergarten Alumnae Association the speaker was Miss Florence Luscombe, who discussed equal suffrage. The next meeting will take place Feb. 12, when Miss Annie Law of Cincinnati will be the guest.

Sorrows remembered sweeten present joy.—Pollok.

HINTS AND SUGGESTIONS FOR RURAL TEACHERS

CONDUCTED BY GRACE DOW

DEAR RURAL TEACHER.—In undertaking this department I trust that my somewhat extended experience in rural schools and my subsequent normal training and city school work may assist me in making it practically helpful to you in your work with the little children. I understand the tremendous tax upon the time of any rural teacher who is trying to do good work, the wide range of studies, the constant temptation to neglect the little ones for the apparently more pressing need of the older classes and the lack of equipment necessary for the best work. My hope is to assist you to secure better results with the small children, and I shall unhesitatingly recommend the intelligent use of kindergarten material as likely to produce the best results with least expenditure of time. How to use this material, what to select, what substitutes, etc., will be discussed from month to month in these columns.

FEBRUARY

"Not in the clamor of the crowded street,
Not in the shouts and plaudits of the throng;
But in ourselves, are triumph and defeat."

DECORATIONS FOR THE MONTH

The matter of school room decorations for the month should not be neglected. You may be able to teach more of patriotism in this way than in any other.

Most of the teachers in the rural schools are overcrowded with the regular work, in fact in general have a hurried feeling and something of dissatisfaction in not being able to accomplish all they desire each day. The suggestion of a special program becomes only an added burden instead of a pleasure.

With few suggestions from the teacher, the decorating may be the work of the older pupils. Stencils of Washington and Lincoln, Washington on horseback, hatchets, cherries, and a variety of other appropriate designs may be easily transferred to the blackboard, and traced with colored crayons.

Flags and red, white and blue tissue paper or bunting may be used to drape the pictures. Arrange a number of pictures of Washington and Lincoln in different parts of the room. These may be purchased for a few cents, and mounted upon mounting or Bristol board.

If you have a small amount of blackboard space, the following may be written upon placards, and placed where they may be easily read.

"The Cincinnatus of the West."

"The Defender of His Country, the Founder of Liberty, the Friend of Man."

"First in War, First in Peace, and First in the Hearts of His Countrymen."

"I am humble Abraham Lincoln." "Honest Abe."

FEBRUARY POSTER

The paper cutting and drawing for the month may consist of articles that will represent the soldiers' camp life: tents, guns, cooking utensils, forts, trees, flag, and cannon balls.

Give each child a sheet of drawing paper 9x12. He may mount his cuttings in appropriate places, and add some touches of color to represent the sky, grass, and shrubbery to complete the scene.

PEG BOARD

The rural teachers are constantly in need of busy work devices that may be used with few suggestions. The older pupils claim much of the time, and as the younger pupils generally remain the entire session, they should have a variety of simple devices for instruction and entertainment.

Many hours may be spent with the peg board in Drawing, Arithmetic, and color work.

Border designs may be worked out in an arrangement of lines using one or more colors. Designs in cross shapes may be made, or a number of triangles arranged to form rosettes. Simple rug patterns or wall paper designs may be suggested.

Pupils may be given number work which may be represented on the peg board with different colored pegs.

3,000 pegs in six primary colors may be purchased for fifteen cents, and are well worth the amount expended for the teaching of color. In the color work the pupils will enjoy color days. Let all the work for one day be in red pegs only, and they may designate same "Red Day," another day use yellow only, called "Yellow Day." Allow each on a given day to select the color which he enjoys most.

PRACTICAL NUMBER

How many two cent stamps can be bought for a ten cent piece?

How many two cent pencils will a five cent piece buy? How much change left?

How many penny valentines will be needed to give each in your class two?

How many hands have three children?

How many fingers?

Mary is five years old and baby is one year: how much older is Mary than baby?

How many oranges can you buy for 10 cents if oranges are 3 cents each?

What pieces of money will make 10 cents? 15 cents?

Four and one-half of four are how many?

How many threes in six?

What do we call ½ a quart?

How many pints in a quart and a pint?

How many sides has a square?

How many inches in a foot? In one-half foot? One-third foot?

A boy ate an apple each day for two weeks: how many did he eat?

Boxes of toy money and number cards will be useful in teaching beginners the number work. No real number work should be given to the first year pupils, the above are questions which should interest rather than tax the minds of the pupils.

A LEGEND OF ST. VALENTINE

There is an old legend that runs about like this:

A long, long time ago there lived in France a priest who was very fond of children, and would listen to all their troubles, and give them words of sympathy no matter how small their troubles appeared to be.

The fame of his gentleness and kindly interest spread far and wide, and so many came to him for words of encouragement and sympathy that it was impossible for him to listen to all their troubles.

He finally asked them to write out their petitions and send them to him unsigned, and said he would burn them, and the smoke would carry the message to its destination.

Sometimes these were messages of kindness and love. After this good man died, it became a custom for the children to send unsigned messages of love to their friends on his birthday, February 14th.

Have the children make Valentines to exchange with each other, and also some to be given to their parents.

VALENTINE DRILL

We suggest a Valentine drill for the little people. The dresses may be white, decorated with red hearts, and each carrying a large red heart. The hearts may be raised and lowered in the march similar to the hatchet or wand drill.

The following may be sung in closing to the tune: Tramp! Tramp! Tramp!

Hearts, hearts, hearts we still are sending
To our friends both great and small;
They will cheer them on their way,
And will help us all this day
To think more kindly of our good Saint Valentine.

It matters little where I was born,
If my parents were rich or poor,
Whether they shrank at the cold world's scorn,
Or walked in the pride of wealth secure;
But whether I live, an honest man,
And hold my integrity in my clutch,
I tell you brother, plain as I am,
It matters much."

A graceful and honorable old age is the childhood of immortality.—Pindar.

The spirit of melancholy would often take its flight from us if only we would take up the song of praise. —P. B. Power.

Magnanimity is sufficiently defined by its name: yet we may say of it, that it is the good sense of pride, and the noblest way of acquiring applause.—Rochefoucauld.

A fortune is usually the greatest of misfortunes to children. It takes the muscles out of the limbs, the brain out of the head, and virtue out of the heart.—Henry Ward Beecher.

MODERN PSYCHOLOGY IN ITS RELATION TO DISCIPLINE

GAIL HARRISON

Paper read at the I. K. U. Meeting, San Francisco

The great struggle in Europe has caused many of us to think more seriously and analytically about the whole question of freedom and control, about the reationships existing between the governed and the governing. How much of freedom and control is necessary in various situations to the end of living efficiently and happily?

We have asked ourselves, no doubt, has this war a message for other nations, especially America? Are there not warnings for us as a nation? If so, what?

Freedom is surely something that cannot be given; it must be won. We must have faith in the learning process for social and moral situations as well as for the mental and physical ones.

The very fact that a democracy throws so much responsibility upon the individual is our best reason for working out the whole democratic creed in our schools.

We must not forget the demands and needs of society and over-emphasize the demands and needs of the individual child. Our schools, from the kindergarten to the university, must be an embryonic society, where the child and youth meet actual life situations and conditions and are thereby strengthened, disciplined, and prepared for effective living, because they have the opportunity to live so every hour.

Are we not realizing more keenly every year that the majority of our youth have respect for very little in this world—neither the Son spelled with a capital nor his fellow creatures—that they are an indulged, entertained, undisciplined group, sadly prepared for the art of living to some purpose?

Do not, I beg of you, think me a pessimist about this. Far from it. It is essentially an optimistic viewpoint, for the cure seems well begun when we have realized and frankly acknowledged the need of remedies. 'Man improved education as he improved any other human activity, by open-minded thought about it. Social pressure is required to prevent folly and injustice in education as elsewhere."

The great problem for a democracy today is, how far is it wise for the immature to make their own laws or have a voice in their making and how far shall the mature enforce them?

The established order is too often thought right and variations from that order are not welcomed. Must we not be more open-minded and give a fairer hearing to those who offer variations, and not just dismiss them as annoying?

Is there not a happy medium between freedom and control in our methods of training children which will produce children to be enjoyed and looked upon as blessings; which will develop in them a respect for their elders, not awe nor fear, but a wholesome admiration for superior attainments and a desire to be with them? Familiarity should not breed contempt but admiration and aspiration.

In this whole matter of discipline, modern psychology is very encouraging if we would but heed the statements of experts in this field of education.

Chief in importance among the social instincts are:—

1. Gregariousness or the liking to be with our own kind, which should afford daily opportunities for making social adjustments, and discipline us gradually into becoming members of a group.

2. Mastery and submission, which develop our leaders and followers.

3. Seal of approval, an instinct we use in too shallow and superficial a way, showering our approval upon the veneers of life, upon the pretty clothes children wear, or their sugar-coated manners, rather than upon the virtues which really make daily life worth while,—kindliness, consideration for others, and duties done, which contribute to the welfare of the home, the school, and the community.

As the first necessity in education everywhere is to know what man will be and do apart from education, it surely behooves us to consider more carefully the "original nature" of young children and how we may modify and redirect it toward the ultimate best.

All changes produced happen in accordance with certain fundamental laws of change, and "reason finds the aim of human life the improvement and satisfaction of wants":—

1. The law of exercise—that "other things being equal, exercise strengthens the bond between the stimulus and response."

2. The law of effect—that "*satisfying results strengthen* and discomfort weakens the bond *between* stimulus and response."

This stimulus-response concept is the pivot and core of all modern educational psychology, and Thorndyke feels that original satisfiers and annoyers are the greatest levers education has at its command for redirecting, modifying, and eliminating original nature. The satisfyingness and annoyingness of the states which follow the making of the connection between the stimulus and response are the chief forces which remodel man's nature. This law of effect is the fundamental law of learning and teaching.

Upon this law and our wise application of it to the training of little children rests the whole question of discipline, or the lack of it. If the satisfactions and annoyances followed consistently upon the heels of the responses made, we should have less friction and more self-control and self-government.

Let us take, for instance, the table manners of the children in the homes of to-day.

How many children do you know whom it is a real pleasure to have at the table? I am not expecting them to live up to the old tradition of being seen and not heard, for surely we have gotten beyond such rigidity, restraint, and discomfort. No, I merely expect them to take their place as members of the household, who all have the same aim, that of an enjoyable meal, where each individual proves his understanding of the law of reciprocity. Any failure to contribute to this aim must result in some annoyer of sufficiently deterring power to make the child realize that he prefers to stay a member of the group.

Children are very wonderful in the way in which they live up to the demands that are made of them. They behave as well or as badly as they are allowed to. The blame for their unpleasant ways must not be laid upon them but upon those who have had charge of their training and have allowed them to grow into unsocial beings, unbalanced and disagreeable, in fact—social nuisances.

Mothers and teachers so often ruin their attempts at discipline by giving too many chances. A phrase I hear every few moments at a friend's table is, "David, if you do that again you cannot have your dessert," but never but once did this actually happen, though the misdemeanor was almost always repeated, with slight variations.

A child cannot be expected to behave well when there is company unless he has acquired the habit of behaving well when there is not; that is a psychological impossibility.

So much of the talking might be avoided, and beneficially so, if those who bring children up (by hand, as did Pip's sister) would *do* more and say less, if the annoyer administered were closer to the child's feelings, if he really cared about it, if it really annoyed him! As long as children get what they want without behaving well, without doing things for other people, why should they change their actions?

So often the punishment or annoyer given means nothing; for instance, sent to the kitchen to finish a meal, or sent to bed and allowed to have books and playthings. To a sensitive child there may be ignominy in having to finish a meal in the pantry but to the average one it matters not so long as the pie or cake is forthcoming.

Then, too, if the child is constantly removed from the situation and stimulus which offers temptation, how is he to acquire strength and control to resist making the wrong response? How is a child ever going to learn how to behave in any given situation if he and the stimulus are kept apart?

Opportunities for social adjustments must be constant and regular and made among those contemporaneous in age, as well as with their elders, away from mother and nurse or teacher who prompts, props, and prods his moral and social responses, who is his conscience and who makes his choices for him. Social or life situations allow for the great factors of learning both by imitating others and from the suggestion of others, and these are valuable, if the suggestions come from a sufficient variety of sources.

Many children of today are greatly to be pitied because too much is done for them, dictated to them, and they are deprived of the learning processes.

We seem to have dropped into an age of entertaining, a breathless going from one sensation to another, whether it be mechanical toys for the five-

year-old or moving picture plays for the sixteen-year-old. It not only destroys their power to think, but also makes impossible happiness, contentment, and resourcefulness, and they speak of life as "so dull" at seventeen, if there is not "something doing," as they say, every waking hour.

It is deplorable, the few children one finds who contribute any service in their homes. Is this not one very strong reason why time hangs heavily, for who appreciates in a true sense that which is not earned? We seldom value anything for which we do not make sacrifices. The law of contrast, as expressed in the proverb, "Variety is the spice of life," is a necessary one if we would have appreciation, but variety does not mean fatiguing and nerve-wracking and incessant change.

The slogan for children to-day seems to be "Make them happy" and consequently they are planned for and about and deprived of the chance of learning the real joy of work, of accomplishing, of overcoming difficulties, and they grow up without the ability to do so, merely for lack of practice. Duties should be planned for children especially if they are only children of wealthy ones. How shall we bring about an appreciation of all that is done for them if they are never allowed to taste and learn through daily need the pleasure of working for others?

This slogan of "Make them happy" actually deprives them of the curative side of remorse, which may follow a misdemeanor or a failure to get good marks at school. Something is done to divert and cheer them and mother defends and finds excuses for delinquencies if masters or family chide. So no resolve to try to do better results from these failures and the child grows to college age without developing the sterling qualities he is expected to have and has not acquired for want of opportunity to respond in the right way.

To return to this fundamental question, Why have law and obedience?

1. Because in a democracy it means the protection of individuals against those who do not obey.

2. Because in the home it means the welfare and happiness of each member. Because it brings habit formations.

3. Because in the school it means conservation of both energy and time, and protection of weaker from stronger.

What may we do to help children to win the right sort of freedom?

1. Study and work for a better understanding of the fundamental principles of democracy.

2. Apply these principles in the management of children in the home, school, institution, and community.

John Dewey in his splendid Monograph on the *Fundamental Principles of a Democracy* tells us:—

"A State (and this includes Home, School, and Society) represents men so far as they have become related to one another and are possessed of a Unity of Purpose and Interests."

"A Democracy must have a common will, for it is this Unity of Will which makes it an effective organism."

"There is an individualism which is ethical, not numerical."

"Individualism of freedom, of responsibility, of initiative to and for the ethical Ideal, not an Individualism of lawlessness."

"Finally, Democracy means personality and personality means personal initiative. The law of personality is not self-assertion nor unregulated desire but control from within."

Let us apply these to the home and school.

First, we must have an oneness of purpose. What is it?

The happiness, welfare, and freedom of all.

Children must be helped to discover that participation in the life of different City States, as Colin Scott defines them, depends upon:—

a. His own self-control.

b. His power to use freedom that freedom may be allowed at each stage of life when control means the power to govern self and contribute to the welfare of any particular environment.

c. The fact that freedom is gained and held just so long as variation from traditions means Progress.

d. The fact that all Life conforms to Law and that physical and spiritual freedom are obtained only by conforming.

Our management of children must be more consistent, more just, and more individual, less autocratic and decidedly more democratic.

Let us bear in mind Hanford Henderson's inspiring definition of religion:—

"Christianity as a religion has but one essential and that of Service. Religion is not a belief but an attitude of mind expressing itself in human service."

NO 1. GAME BASED ON THE CUCKOO. FROEBEL

By L. Rountree Smith, (Book Rights Reserved.)

GAME TO TEACH NAMES OF BIRDS.

The children are in a circle. They choose one to be the Cuckoo, who skips about inside the ring. They all skip around the ring singing, Tune—"*Lightly Row*."

Sing cuckoo, sing cuckoo,
For the spring has come again,
Sing cuckoo, sing cuckoo,
In the sun and rain,
Merry birds, we hear them call,
And we'll try to name them all,
Sing cuckoo, sing cuckoo,
Spring has come again.

The Cuckoo skips around inside the ring, goes up to any child, bows and says,

What bird are you?

I am the Cuckoo!

The child must give the name of a bird quickly, bowing to the Cuckoo, or they change places.

The children may wave arms up and down and imitate birds in any way as the game proceeds.

THE RELATION OF THE KINDERGARTEN AND THE ELEMENTARY GRADES

JENNIE R. FADDIS, Assistant Superintendent of Schools, Butte, Mont.

The relation between the kindergarten and the elementary school is an old and much discussed topic, yet one made ever new by changing conceptions of education. As the principles which govern organic education are more clearly understood and applied all along the line of training of chlidhood and youth, the relationship between the elemental divisions of education passes through varied aspects, to be interpreted fairly well only by the initiated.

The nature of the beginning of the kindergarten movement, the birth itself, made it essentially different in character from that of the elementary school. An educational review of a few decades past shows the fundamental differences in favor of the kindergarten, as more akin to life itself and as the leavening influence in the educational process which follows the years of its period. The influence has been in kind both external and internal, the latter a hopeful prospect in present times.

The failure of the kindergarten to transform at least the primary end of elementary education has been in a large measure responsible for the constructive criticism heaped upon the kindergarten. A comparison of the reports of former kindergarten conferences with those of to-day indicates the stimulus consequent to the criticism as a factor of growth in building a stronger, more enduring foundation of the educational system.

Evidences of need for increasingly more effective work on the part of the builders are seen on every hand. First of these evidences is that there is still lack of the kindergarten in whole school systems of considerable size in parts of our country. Some systems add kindergartens slowly, grudgingly. California has reason to be proud of the law recently passed in the state which provides that "upon petition of parents or guardians of twenty-five or more children between the ages of four-and-a-half and six, residing within a mile of any elementary school, and with the approval of the school authorities the Board of Education concerned shall establish and maintain a kindergarten." You may know that the legislation which accomplished this was the result of the efforts of the California State Congress of Mothers. The reports of progress in the establishment of new kindergartens in the state have been most gratifying. It is believed that more backward states will follow the good example of California.

Secondly, there is lack of provision for progressive kindergartens in places where the kindergarten has long been an established part of the school system. This is largely due to prevalence of traditional customs in educational thought and practice, which retards progress in kindergarten as well as in grade work.

Thirdly, and hard to reconcile to-day, is the lack of appreciation of the value of the kindergarten, whether this condition comes through apathy to the best interests of children, or is owing to wrong conceptions of the nature of the kindergarten.

This failure to recognize the kindergarten as an essential part of children's educational experience comes from the world outside and within the ranks of those called educators. It is to be feared that there are still many people who would agree with the woman on a train a few days ago who assured me, in response to my suggestion, that her little daughters would enjoy the kindergarten, that she did not believe much in the kindergarten as it teaches children the habit of playing.

School authorities, superintendents, principals, and now and then a teacher, oppose kindergarten on the ground that it does not fit children for real work. It is probable that some school authorities who have small comprehension of the substantial essence of the kindergarten have not only *not* promoted its growth by trying to inform themselves of its best fundamental principles and practical workings, but have been the means of discouraging its growth, by saying that it is losing ground. This has been the case where the matter of expense has been an exaggerated concern, for the kindergartner plainly, even to the layman, must have equipment, even though the grades just above it are often skimped for necessary supplies.



DRAWING FOR FEBRUARY, J. M. NIVEN, Toronto, Canada

The bulwarks of the kindergarten system in the twentieth century are its strong training schools, versus the weak ones of an earlier period. The private training schools that cannot be well equipped for giving a broad, modern preparation are disappearing. The requirements for admission to-day to our recognized leading kindergarten courses are maintained at so high a standard that young women know they must possess more than merely a love for little children and the ability to play the piano, before they knock for admission at the door of the training school. What a splendid opportunity is afforded to-day for the development of womanhood through the length and course of the kindergarten training, the breadth of subjects in the curriculum given by able men and women instructors, and through good opportunities for experience in student teaching under skilled supervision. It gives one unbounded satisfaction to realize that more and more little children will have the opportunity to develop into school boys and girls from an environment dominated by those who have had more than a taste of usable science, art, and literature, and whose psychology and sociology shall function in the education of the whole immediate community.

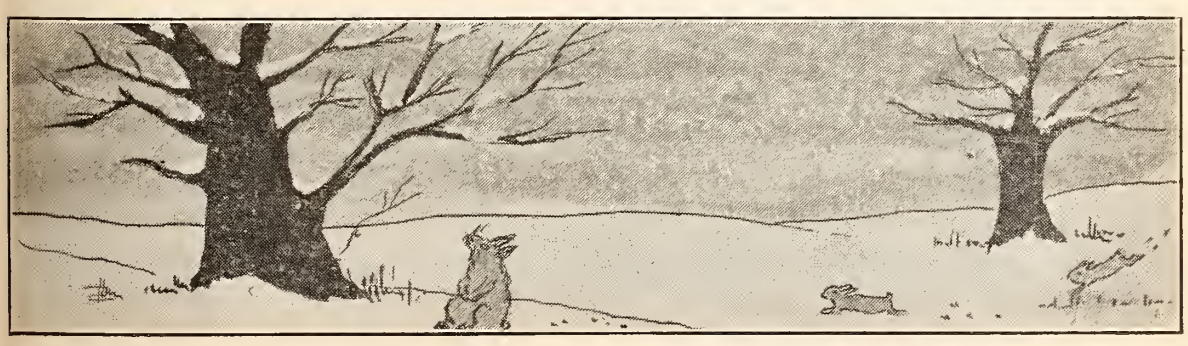
Public school workers are much concerned with the ways in which kindergarten training functions in the school system. In the first place, the natural aptitude for work in kindergartners must be taken into account. Proportionately a much larger number of kindergartners than grade teachers have gone into the chosen work from a decided preference for their particular kind of work. This condition of working existence presupposes a wholesome satisfaction in the work, which we see emanating from the kindergarten to the good of all who come in contact with its influence. Besides the joy that radiates from the good kindergartner, is noticeable at once that feeling of security that real training gives, the lack of which we feel in an overwhelming degree in elementary teachers, who often have a long way to go before they begin to comprehend what it means to use to advantage the natural instincts and impulses of growing children, as guideposts at every turn of schoolroom procedure.

As primary teachers have more general and more specific preparation for work, including a grounding in fundamental kindergarten principles, and as kindergartners in general have the training which gives them an intelligent sight into the work which follows the kindergarten age, the elementary grades will be able to profit much from the kindergarten in the public school. The workers will in time bridge over the gap which once yawned like a great chasm between the foundation and the superstructure, and the kindergarten spirit will extend ever upward.

Primary teachers are already receiving much help from the manifestations of increasing intelligent interest on the part of kindergartners who follow the progress of the children they started.

The intelligent world expects considerable of children from four to six years old, as we are able to judge from published vocabularies and records of various kinds of tests of physical strength and mental capacity. Most of us have wished at times that we had been treated earlier in life than we were as if we had intelligence, had had more respect paid to us as thinking human beings. Parents who study young children with the purpose of guiding more intelligently individual developing childhood are still rare, compared with those who think of their chief duties as that of providing food, clothing, and shelter, with more or less recreation of the unwholesome kind thrown in. Dorothy Canfield Fisher, in her book *Mother and Children*, issues a warning note to parents against allowing the trained outsider to perform so large a part of the duty toward the child when it must share the home with other institutions. As a parent, she says: "The point is that no longer having a monopoly of the job of bringing up the children, we no longer enjoy the monopolist's immunity from competition. We must look to our guns and keep our powder dry if our fortress of the family is not to be captured by our more worthy competitors; and what is more to the purpose we must steal the ammunition of the other side. An alert business man does not meekly let a rival supply all the market with a desirable commodity. An alert father might see to it that the scout-master does not supply his boys with all the comradeship and manly ideals of honest work and fun they know. An alert mother might see to it that her girls do not make up their ideals of good taste and culture and refined wonanliness solely from various teachers whom they admire."

(Continued in next issue.)



DRAWING FOR FEBRUARY, J. M. Niven, Toronto, Canada

LOS ANGELES GREATEST KINDERGARTEN CENTRE IN THE WEST

Los Angeles County has become the greatest kindergarten center in the West, according to statistics compiled yesterday by Mark Keppel, county superintendent of schools. During the year just passed, this county had 4458 boys and 4475 girls in the kindergarten, which is more than the whole State of California had ten years ago, the enrollment at that time for the State being 2295 boys and 2399 girls. The kindergartners of Los Angeles contain two-thirds of the number of children of all kindergartens in the entire State.

BRIDGEPORT, CONN.

The Alumnae association of the Fannie Smith Kindergarten Training school on Lafayette street held a very special meeting at the school on Saturday, January 22 at 3 o'clock when Miss Nora Archibald Smith, a sister of the well known author of Rebecca of Sunnybrook Farm, Kate Douglas Wiggin were present. Miss Smith and her famous sister formerly had charge of the Goldengate kindergarten in San Francisco and since that time have collaborated in children's books. Miss Smith who is most prominent in the kindergarten field spoke upon story telling and will have several new stories for kindergartners.
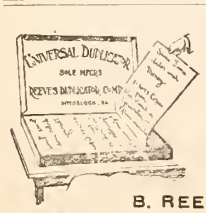
KINDERGARTENS NEEDED AT NASHUA, N. H.

The kindergarten has become an increasingly important function of our public school equipment, and it is pleasurable to behold the broad guaged kindergarten policy that Nashua has pursued for several years. Each year finds opportunity for kindergarten extension and particularly the growth in pupils the last year emphasizes the necessity for enlarged quarters and the addition of one or more new kindergartens.

We earnestly hope that the city government, cooperating with the Board of Education, will look seriously into the question of esablishing a kindergarten in the vicinity of Harbor school. Several petitions for such kindergarten have been presented but deferment has been made in each case, assumably through lack of appropriation.—Nashua Telegram.

Miss R. A. Babcock, kindergarten training school teacher at Worcester, Mass., spoke at Northboro, Jan. 14, on "Ideals and Methods of the Kindergarten."

Heaven often smites in mercy, even when the blow is severest.—Joanna Baillie.



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and many other blemishes are relieved. The expression is improved, the skin cleared, the hair made glossy and more abundant, the eyes stronger and more luminous, the feet comfortable, and the hands smooth and flexible. In fact the same phenomenal improvement follows a faithful application of the Grace-Mildred Course, *conducted by her nieces,* which has made Miss Cocroft famous in her treatment of the health and figures of women. Write for **FREE** booklet *today.*

Grace-Mildred Culture Course

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"The Place of the Kindergarten in the Education of the Child" is the caption over an interesting article by Dr. Rudolph A. Acher of the department of educational psychology at the state normal school Valley City, N. D.

"The first five years," the writer says, "are the most important formative period in the child's life. While there are no definite memories of these early years in the case of most adults, there is a constantly accumulating evidence that the later life tendencies all have their source and origin in the experiences of these early days."

Dr. Acher points out many mental disturbances in adults may be traced back to some unfortunate experience in the child before he was five years old. It has been found by experiment that a lack of aggressiveness in an adult, for instance, has been traced back to some repeated childhood defeat. The same is true with constructive instinct.

"The rank and file of mothers with their household duties and responsibilities have neither the time nor the expert training to minister to these childhood needs. They may love their children ever so much and may even steal a little time now and then to sing a lullaby or attempt to answer some questions with which they are constantly bombarded, but the inadequacy of such a program has been established without a doubt.

"Now the modern kindergarten with its well trained and natively endowed teacher and with well equipped material is splendidly adapted to meet these early demands of the child. There its questions are answered, its distorted ideas straightened out, its curiosity satisfied and strengthened, its constructive instinct developed and its power of expression stimulated. Its whole emotional and volitional life is given a sound foundation so that in later life there will be more scars and sore spots developed upon its psychic life.

"The first five years of the child's life are preeminently the time when it should lay a thorough foundation for the mastery of the mother tongue. It is during these years that the language instinct or perhaps better the expression instinct is prominent. The child needs first of all a rich sensory and motor experience through every possible avenue and then it needs abundant opportunity for self expression in every possible way but more especially by means of oral language. It not infrequently happens that a bright five-year-old with proper kindergarten advantages has a working vocabulary of six or seven thousand words. He can use these in sentences and is often able to relate a story or narrative that would make many high school students blush if they should try to equal it. There is every reason to believe that the mastery of well spoken English is largely a matter of the first five years of the child's life. No program of education is so well adapted to give the proper attention to this need of the child as the kindergarten.

"If the public and especially the parents could only be led to appreciate the fact that the child of five years of age has undreamed of possibilities and capacities, all hungering for development, there would soon be kindergartens in every community."

PAPER TEARING AND DRAWING

JOHN Y. DUNLOP.

The subject of paper tearing and drawing is always an interesting and educative occupation and especially is this found the case where the teacher of the primary school chooses her models to illustrate the lessons from the favorite stories of the class.

The work is so attractive to young children that no artificial means is required to command their attention, and it develops the use of the child's fingers and trains the eye to the best use.

Then handiness is developed which enforces love for work because whatever a child can do with ease he does with enjoyment.

His ingenuity is also being encouraged and instinctively his sense of proportion.

He is also being instructed quite innocently in the principles of design, for by the continual lessons in tearing his effort, however crude, is sure to result in satisfactory patterns.

The first and foremost part of the lesson for this work is paper folding, the tinted paper being folded so as to lie in a given position, the teacher always illustrating with a large piece of paper so that the children will always see what is required of them.

The accuracy of the tearing and the position and the color of the various pattern gummed in position constitutes the completeness of the exercise.

Sheet 1 shows the story of Robinson Crusoe.

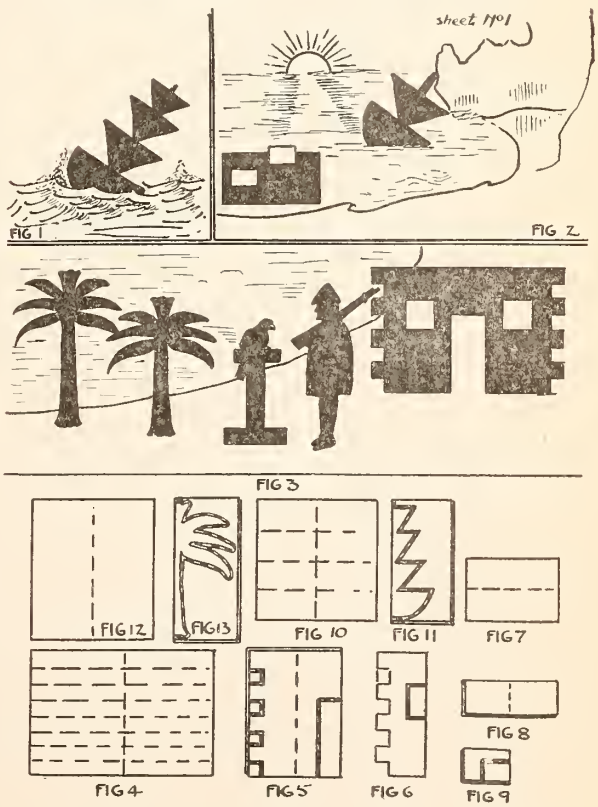


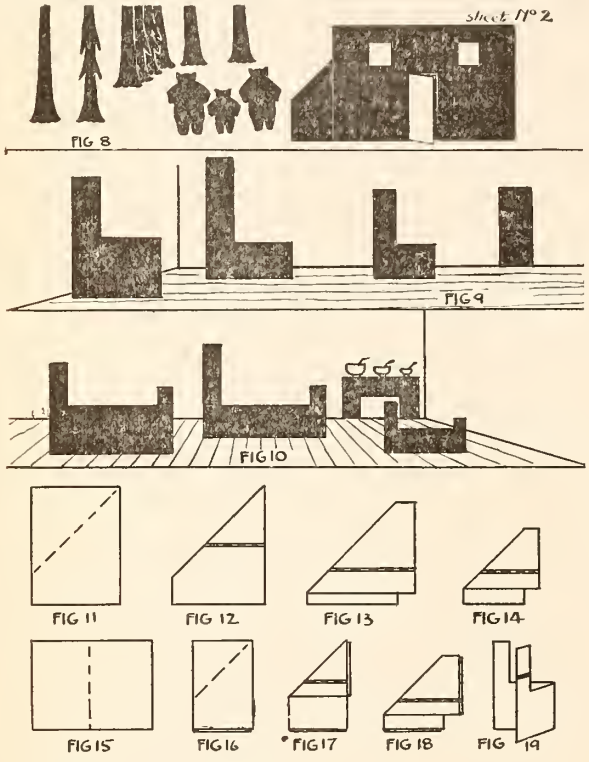
FIG. I, Crusoe ship in the storm; FIG II, the wreck and the raft which Crusoe is erecting to convey some of the ship's stores to land.

FIG. III, Crusoe's home. All those patterns are shaped by folding and tearing and the few lines drawn to indicate the water, the headland and the day.

The scheme of the lesson is as follows:

1. The building of the house.
2. Crusoe's food.
3. Crusoe's clothing.
4. Expression lesson, paper tearing and drawing.
5. Nature lesson, germination of seeds—rice and barley.

Sheet II shows the life of three bears in the wood.



The Father bear, the Mother bear and the Baby bear.

FIG. 9 shows the inside of their home with the father bear's chair, the mother bear's chair and the baby bear's chair.

FIG. 10 shows the room with their beds.

The remaining figure shows the fold and tears for the patterns.

Sheet III shows the picture by the class of that nursery rhyme:

"Jack and Jill went up the hill
To fetch a pail of water."

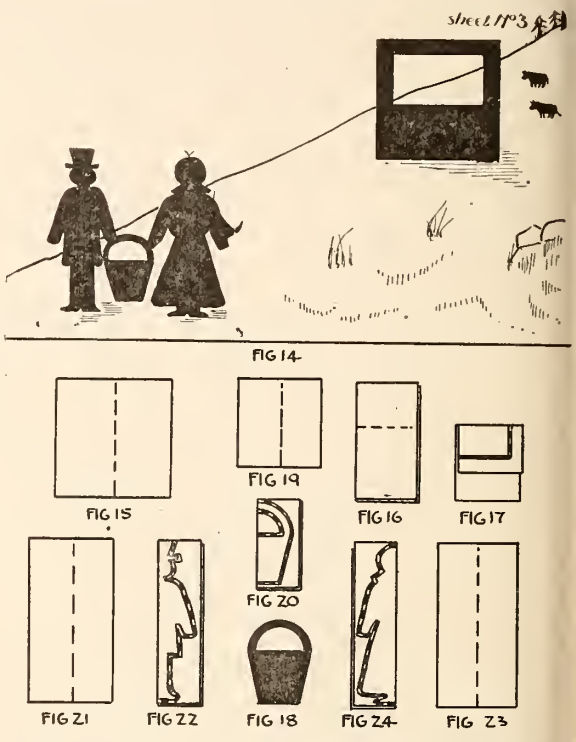


FIG. 14 shows the beginning of the ascent with the hill in the distance and the well near the top.

The remaining Figs. showing the folds by dotted lines and the tears by dotted lines.

POOL OF BETHESDA

DORA MONDORE, Grand Gorge, N. Y.

One time Jesus went up to Jerusalem as there was to be a great gathering of people there.

At the gate which enters into Jerusalem there is a pool of water which was said at that time o be different from other little ponds or pools of water.

People said that an angel came down from heaven and stirred the water of this pool. If a sick man stepped into the water directly after the angel had stirred it, he would become well. The first man who stepped in was healed; but the other men, if they were slow or too weak to step in the water first, would not become well.

When Jesus went to Jerusalem he was passing by this pool of Bethesda when he saw many sick people lying near the pool, waiting for the angel to move the water, so they could step in and become well. Some of these people were blind; some were lame; one man among them had been ailing for many years.

When Christ saw this man who had been sick for such a long time he felt sorry for him and asked him, "Would you like to be made well?" The poor sick man said "I have no one to help me into the water when it is troubled; and so, always, some one steps into the water before I can get in."

Of course he thought Christ might help him to step into the water. But he was not acquainted with Christ—he did not know what Christ could do. Christ did not put him in the pool of Bethesda.

Christ said to him "Rise, take up your bed and walk."

Then the man who had been sck so long became well just as "quick as a flash," for Christ had healed him. The man went away carrying his bed with him, for he felt strong and he wanted to go and tell the people that he had been made well.

When Christ met this man ater he said "Now you are a well man. I want you to always be a good man."

He was very glad to meet Christ and after this he told the people that it was the wonderful Christ who had made him well.

HOW TO START A KINDERGARTEN

Practical Points Concerning Kindergarten Equipment.

(Note:—These points are meant to be suggestive and to embody a moderate estimate of the requirements of a kindergarten.)

HOUSING

Cottage or Bungalow:

Housing a kindergarten in a building by itself has some advantages, but is not essential. The bungalow type of architecture satisfies the demands both of convenience and of good taste. An ideal building is one with walls that can be rolled up on clear days, allowing sunshine and air free access. The circular, "California Schoolhouse for $500," issued by Edward Hyatt, superintendent of public instruction, Sacramento, describes a building which would be admirably suited for a medium sized kindergarten if made 10 feet longer.

Floor Space:

The entire floor space for a kindergarten of 50 children should measure 1,200 square feet, which may be apportioned as follows: Main room 24 by 34 feet, two small classrooms each 10 by 12 feet, separated from each other and from the larger room by folding doors, cloak room 16 by 6 feet, two toilet rooms each 4 by 6 feet.

A circle 18 feet in diameter with the center indicated, should be painted or inlaid on the floor of the main room. It is desirable that it contain a smaller circle for use when the attendance is reduced. A porch 12 feet wide is an important addition, and a garden where the children may have individual flower beds, observe the common birds and insects, and play games, is essential.

In a School Building:

Where a kindergarten is housed in a regulation school building, it should be located, if possible, in a room on the first floor with a south-eastern exposure.

The same amount of floor space, with the same general apportionment, should be allowed. Where only one large room is available, screens may be used for the temporary separation of the groups of children. The porch may have to be omitted, but outdoor space for garden work should be provided.

Dressing Room:

The toilet rooms should be provided with low basins and seats adapted to the size of the children. Paper towels and powdered or liquid soap are hygienic necessities.

The cloak rooms should admit of the free circulation of air, and the hooks, one for each child, should be placed low and as far apart as space permits.

Light, Heat, and Ventilation:

The amount of window space should be not less than one-fifth of the floor space. The windows should be so grouped that the intervening wall spaces will not be wide enough to cast troublesome shadows. Shades that may be rolled from both top and bottom, can be adjusted to keep out of the children's eyes both the direct sunlight and the glare reflected from the tables. Where possible, the window sills should be broad and low, to allow the children to see the view and also to allow them to care conveniently for the plants in the window boxes.

Exhaustive studies have been made of heating and ventilation problems, and books dealing with these subjects should be consulted.

Where ventilation is had by means of windows only, draughts can be avoided by simple patent ventilators at the top and bottom of windows.

Walls:

The walls should be soft buff or gray-green and painted, or else covered with a sized washable paper. It is desirable that everything in the room should be washable.

The woodwork should harmonize, not contrast, with the wall coloring.

At one side of the room, blackboards, preferably of slate, placed low enough for the convenience of a five year-old child, will give incentive to creative expression through large arm movements.

FURNITURE

Chairs and Tables:

Strong folding tables and durable chairs of different heights to fit the children, and made on special hygienic and artistic lines, can be obtained from kindergarten supply houses. The color should be brown or soft, dark green.

A higher table and chair for each teacher, and a desk or writing table for the director are desirable.

Piano:

A piano is essential. Through rhythmic plays much of the physical development of the children is accomplished.

Cupboards:

Wherever possible, the cupboards should contain low shelves so that the children themselves can take out and put away the materials. The space beneath the broad wndow sills can be utilized when not used for radiators, and other cupboards may be placed beneath the blackboards.

Cabinet:

A cabinet with glass doors and sides supplies a convenient dustless place for objects of interest.

Pictures, Casts and Vases:

A few good pictures appealing to childish interests should be hung on the wall in spaces purposely arranged for them in planning the room. One or two good casts and flower jars of different shapes are desirable.

Clock, Aquarium, and Curtains:

A clock with a visible pendulum, an aquarium where the children can experience forms of water life, and a place for growing plants are important.

Curtains ought merely to soften the frame work of the windows and not exclude any light.

MATERIALS

Some materials, like balls, blocks, beads, scissors, etc., being durable, need to be replenished only at long intervals. They constitute the equipment. Other materials, like paper, paste, crayons, etc., must be replenished every year. They are supplies.

The following estimate is based on a kindergarten of 50 children, divided into at least two groups:

(Articles marked * can be obtained locally.)

Equipment:	Cost.
10 Tables, 6 feet long x 16 inches wide	$ 70.00
2 Tables for teachers, 3 feet long x 16 inches wide	11.00
52 Mosher chairs	36.84
Songs and Games for Little Ones, Jenks and Walker	1.50
Song Stories for the Kindergarten, Mildred J. and Patty S. Hill	1.00
Songs of the Child World, Jessie Gaynor	1.00
Songs and Music of Frœbel's Mother Play	1.50
Songs for Little Children, Parts I and II, Eleanor Smith	3.50
Froebel's Mother Play	1.25
*Story books, picture books	
4 Sets worsted balls, 6 colors in a set, first gift	6.00
15 Rubber balls	1.50
25 Sets wooden balls, cube, cylinder, second gift	15.00
25 Sets of each of 4 kinds of building blocks, third, fourth, fifth, and sixth gifts, small size (enlarged size is preferable)	30.00
2000 Wooden tablets	12.00
100 Of each color and size wooden sticks, enlarged	
6 Colors and white, 1 to 5 inches in length	6.66
200 Of each size, wire rings, 1, 1½, 2 inches	5.70
200 Of each size, half rings	1.50
2000 Wooden beads, 6 colors, ball, cubes, cylinder	4.00
25 Peg boards, large size, and pegs	12.50
4 Packages blunt sewing needles	.40
25 Weaving needles	1.25
25 Pairs scissors	3.75
1 Set pictures from Froebel's Mother Play	1.25
1 Perforator	.50
*1 Crock for clay	
*50 Small flags	
*2 Lbs. lentils and assorted seeds	
*10 Sets garden tools and watering pot	
*25 Individual paste dishes ($0.30 doz.)	.63
*25 Individual trays or pans	
4 Packages of clay flour	1.00
25 Boxes Crayola	1.25
25 Paint boxes and brushes	6.25
3 Reams of drawing paper of different kinds 9x12 inches	2.00
50 Packages cutting and folding papers, squares, and circles, standard colors, shades and tints	8.00
15 Packages weaving mats	2.25
25 Packages gray and white cards, for sewing or mounting	5.00
15 Skeins germantown yarn, assorted colors, and brown and white	1.50
3 Packages parquetry, squares and circles	1.80
4 Boxes straws, short lengths, for stringing	1.00
*2 Quarts paste	1.20
5 Packages hardwood splints, 10 ins., plain	.75
*1 Pound raffia, natural, green and brown	
*Chalk, white and colored	
*Oilcloth	
*3 Dozen shoe laces	.30

Sand may be used for covering the tables with oilcloth and giving each child a small quantity, or by a sand box on the porch or in the garden, or by a zinc-lined sand table at least 2xz 6 feet, made with strong supports.

THE KINDERGARTEN TEACHER

The teacher is the essential factor in any school. No kindergarten, however well housed and equipped, can succeed without a capable, resourceful, kindergarten teacher of pleasing personality, with special training for her work. This training should have been obtained in a regular two-years' kindergarten course, in a training school of high standard. A community intending to establish a kindergarten would do well to give careful consideration to a selection of the teacher, with particular reference to her training.

THE LITTLE BOY AND THE TREES

CLARA J. DENTON, 832 Wealthy St. S. E., Grand Rapids, Mich.

Last night before I went to sleep
I looked out at the trees,
For there they stood without a leaf
All shivering in the breeze.

"Poor trees," I said, "it seems too bad
That all your leaves should fall,"
They looked so lonesome in the night,
So bare and brown and tall.

And then, this morning when I woke
Each branch was loaded down
With heaps of snow all shiney white
Like mother's new silk gown.

And O, I laughed right out, because
I was so glad to know
The cold and lonely trees were wrapped
In all that feathery snow.

Fill up each hour with what will last
Buy up the moments as they go
The life above, when this is past
Is the ripe fruit of life below.

It is a higher exhibition of Christian manliness to be able to bear trouble than to get rid of it.—H. W. Beecher.

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The Kindergarten
By Susan Blow, Patty Hill and Elizabeth Harrison. Introduction by Annie Laws and Lucy Wheelock $1.25

How to Tell Stories to Children
By Sarah Cone Bryant 1.00

Stories to tell to Children
By Sarah Cone Bryant 1.00

Songs and Stories for the Little Ones
By E. Gordon Browne .80

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BOSTON NEW YORK CHICAGO

— LANCASTER, PENN.

Numerous letters and statements have been received by Mrs. John W. Eckenrode, President of the Lancaster Free Kindergarten Association, wherein parents and teachers alike express their appreciation of the work that the Free Kindergartens are accomplishing in the city. The testimony of the first grade teachers is that pupils coming to their classes from the kindergarten are possessed of more initiative, more experience, a larger fund of school information and a habit of doing school work in conjunction with other children, in their young years, which enables them to make better progress from the very beginning of their grade work. Likewise their social instinct has been developed and responsiveness on their part to the suggestions of the teacher is especially marked.

The board of managers of the Free Kindergarten Association recently received an acknowledgement of moneys collected for the work of the National Kindergarten Association, which is making good progress throughout the United States. The letter stated that the National Association succeeded in opening 60 kindergartens during the past year upon which boards of education are spending $120,000. It has also been instrumental in having laws regulating kindergartens passed in two states, and helped in passing one in a third.

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A wise man reflects before he speaks.—A fool speaks, and then reflects on what he has uttered.—

Ridicule is the first and last argument of fools.—C. Simmons.

Responsibility walks hand in hand with capacity and power.—J. G. Holland.

Blessings ever wait on virtuous deeds, and though late, a sure reward succeeds.—Congreve.



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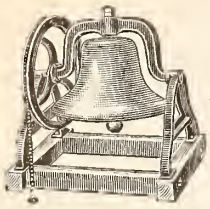
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In the manuscript recently prepared by Miss Luella W. Palmer, assistant director of kindergartens in the public schools of New York city, and endorsed by P. P. Claxton, U. S. Commissioner of education, it is reported that the child trained in the kindergarten shows an advantage over the non-kindergarten child in the following characteristics:—

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LEWISTON, ME.

At a recent meeting of the Belfast school board, the matter of two sessions in the Belfast high school was again discussed with the result that the previous ruling of the board to have two sessions, was reserved and the school, will for the present at least, continue with one session.

The majesty of God revere; fear him, and you have nothing else to fear.—Fordyce.

No man has a right to do as he pleases, except when he pleases to do right.—C. Simmons.

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FOR CONSCIENCE' SAKE

Bridget—"The new neighbors want to cut their grass, mum, and they sent over to ask the loan of your lawn-mower."

Mistress—"Lend them our lawn-mower to cut grass on the Sabbath! Certainly not! Tell them, Bridget, that we haven't one."—Boston Transcript.

HE MEANT WELL

Niece—"I do think you are clever, aunt, to be able to argue with the professor about sociology."

Aunt—"I've only been concealing my ignorance, dear,"

Professor Bilks (gallantly—"Oh, no, Miss Knowles. Quite the contrary, I assure you."—Boston Transcript.

HOPEFUL

The New Parson—"Well, I'm glad to hear you come to church twice every Sunday."

Tommy—"Yes, I'm not old enough to stay away yet."—London Opinion.

An engine that expends all its steam in whistling has nothing left with which to turn wheels.—Let us then cultivate silence. All we can save in noise we gain in power. —Rev. Carl Wagner, in "The Simple Life."

INFANTILE WISDOM

Knicker—"Who does the baby look like?"

Bocker—"He is neutral."—New York Times.

By taking revenge, a man is but even with his enemy; but in passing over it, he is superior.—Bacon.

If poverty is the mother of crimes, want of sense is the father of them.—Bruyere.

If I am faithful to the duties of the present, God will provide for the future.—Dedell.

Whether religion be true or false, it must be necessarily granted to be the only wise principle and safe hypothesis for a man to live and die by.—Tillotson.

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The pride of dying rich raises the loudest laugh in hell.——John Foster.

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THIS list of Teachers' Agencies is published for the benefit of our subscribers. It includes only those who claim to be able to secure positions for Kindergartners or Primary Teachers. We advise those in need of positions to write one or more of these agencies for particulars. Even though now employed you may be able to secure a position in a larger or better school

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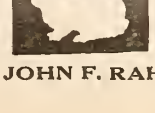
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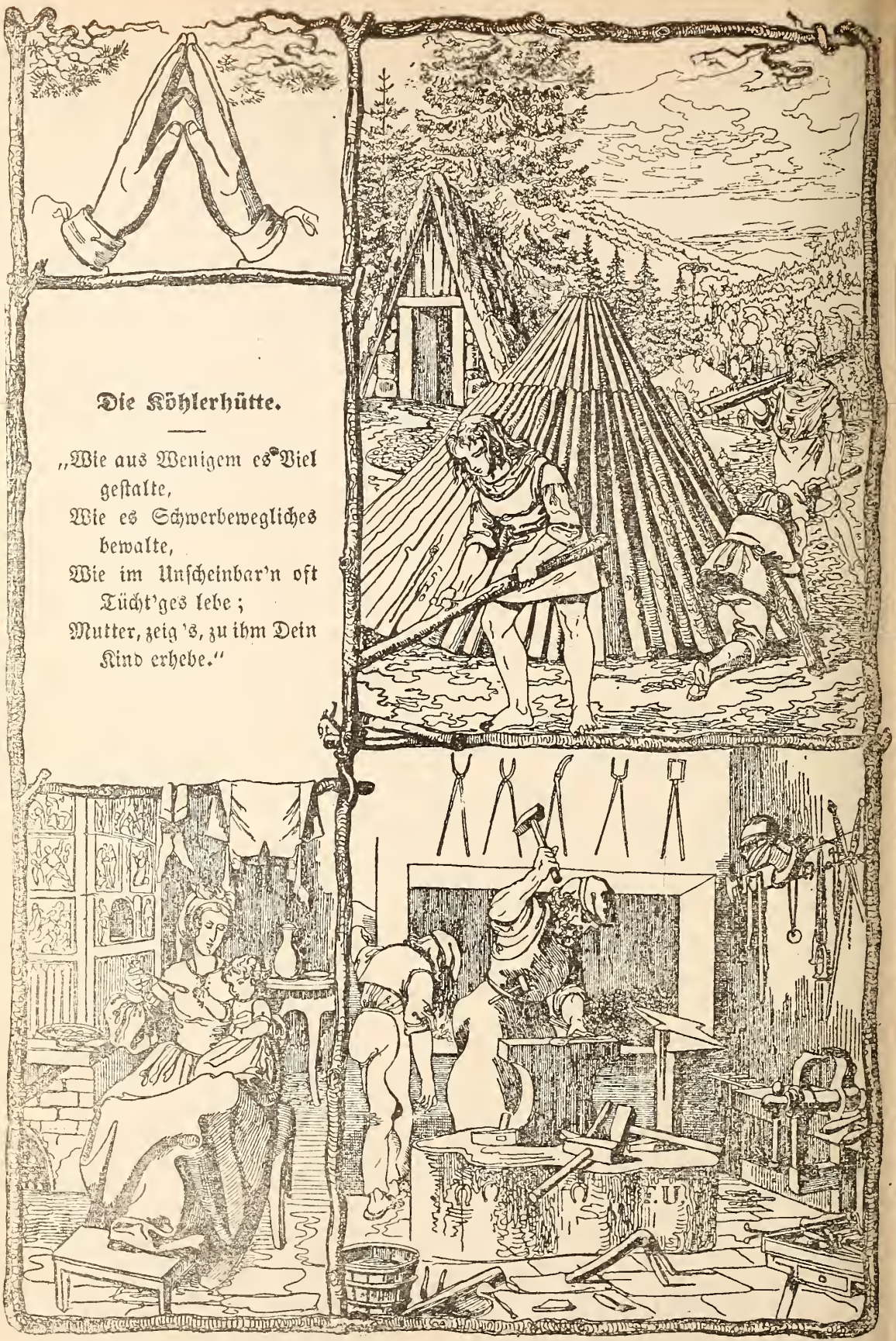
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J. H. SHULTS, MANAGER.

Entered at the P. O., Manistee, Mich., as Second Class Mail Matter.

March, 1916. VOL. XXVIII---No. 7

Announcement

Twenty-third Annual Convention of the International Kindergarten Union at Cleveland, Ohio, May 2-5.

EDITORIAL NOTES

WE have received a most excellent report of the lecture given by Prof. Patty A. Hill before the Public School Kindergarten Association, of New York, reported by Miss Hilda Busick, which will appear in our next issue.

THE prodigious task of preserving the safety of Americans all over the world under the present conditions in the east may lead us into war, but that we are in danger of invasion from any of the nations of Europe is unthinkable.

THE people of the United States are patriotic. But it is time for all to realize that patriotism does not consist merely of dying for one's country. I believe that patriotism consists more in living for the benefit of the whole world, of giving others a chance to live for themselves, their country and the world.—Henry Ford.

A GOOD deal is said about the deficiency of the United States from a military standpoint compared with the European countries, supposedly to the disadvantage of the United States, but, is it not wise to judge a policy by results. Has preparedness along military lines been a good thing for the nations of Europe, has it not been the chief aggravating cause of all the trouble that has come to those countries,—the jealously of one country toward another because of extensive military equipment.

THE annual meeting of the Department of Superintendence at Detroit last week, was one of the most successful meetings ever held in the history of the organization. We hope to give some of the papers read in the kindergarten section in the near future.

If one hundreth of one per cent of all that has been spent on this kind of "preparedness" had been used to do away with national and international differences built up by a diplomacy originating n the Dark Ages, war would have ceased long ago. Every man must admit that the method is foolish. And even the old time "glory of war is dead, the victim of science. Then why continue? Why not begin now to build a machinery of reason to do the work that the machinery of force has not accomplished? That is the great duty facing those who govern.—Henry Ford.

CONGRESSMAN Clyde H. Tavenner, delivered in the House two remarkable speeches—"The World Wide War Trust," and "The Navy League Unmasked"—giving startling revelations of an organized body of war traffickers who promote war and preparation for war—"preparedness." He charges that the Navy League, which inspired and financed largely the present agitation for "preparation," was founded by a group made up largely of war traffickers. He also charges that among the most active members and officers of the League today are men who not only will profit from "preparedness," but who actually hold a monopoly on the materials for war which the government must purchase—that these war-trafficking men are in agreement with war munitioners of Europe, barring the possibility of the United States government purchasing supplies of war at any price but that fixed by the war-traffickers of the United States. Mr. Tavenner's charges never have been refuted. The very men, who pile up the armament of all nations,— and it is true that the same firm will often arm both sides in a conflict—will find an enemy for any country they arm. And they will arm that enemy, too, for the profits on arms are great, and the industry is a monopoly.—Henry Ford.

SUGGESTIONS FOR THE MARCH PROGRAM

By JENNY B. MERRILL, Pd. D., New York City

It may not be known to all kindergartners that the first week in March will be "Baby Week" throughout the country. Facts about the care of babies have been gathered by Miss Julia Lathrop who is at the head of the Federal Children's Bureau at Washington, D. C.

Let every kindergartner who reads this magazine make haste to send at once for a copy of the bulletin which she has had prepared. It will be sent free of charge if you address "The Children's Bureau, Washington, D. C.

Hon. P. P. Claxton, U. S. Commissioner of Education, presided last month at Detroit at a meeting of the National Congress of Mothers and Parent-Teacher Associations which met in connection with our N. E. A. Dept. of Superintendence. He spoke upon "Government Helps in Baby Saving and Home Education."

The topic "Children who Err" was presented by our own Elizabeth Harrison.

In connection with these same meetings, Miss Luella A. Palmer, of New York City, assisted in the discussion conducted by Miss Lucy Wheelock on "The Adjustment of the Kndergarten to the Grades.'.

These timely addresses and discussions should be read as soon as possible by all kindergartners.

What have they to do with the kindergarten program for this month? Much every way.

Can we not have another kindergarten *"Baby Week,"* thus, joining with thousands of mothers and teachers all over our country? It does inspire us to feel the influence of numbers all earnestly working to advance our knowledge on the physical and mental care of "Our Babies." They are God's greatest gift. Twenty-five thousand motherless children are here in New York City in care of the state. Do we do as well by them as we would for 25,000 lambs if we wished to raise them? Perhaps we would kill many of the lambs, and I fear that is what we do indirectly to many of the little ones.

Suppose we as kindergartners could this week have special mothers' meetings. Suppose we could invite a real baby to visit our kindergarten. Suppose we sang a new lullaby and played with our dolly a little more.

Suppose we draw and cut out baby's socks and cap and mittens. Suppose we wash dolly's clothes and talk a little more about cleanliness and how dirt may make children sick.

Suppose we bring a bottle of milk into the kindergarten and talk of baby's food. Baby has no teeth at first. Mother will watch for them and take care of them every day. How? and what about our own?

Suppose we talk about *"Fresh Air Babies."* The children may enjoy a laugh about the cage a loving father in a New York tenement made for baby so she could sleep safely hanging out of the window. Country babies and village babies have porches and piazzas, and yet do their mother's always roll them out-of-doors to sleep?

Let children tell about baby brothers and sisters and cousins or the neighbors' babies.

I once heard our beloved Caroline Haven tell her training class of a pleasant custom in the country town in which she lived when a child. "Whenever a new baby was born," said Miss Haven, "our mother let us call to see it as soon as it was proper to do so. In this way we learned to love babies and to realize a little of their importance.

"Sometimes we took a little present to the baby as a pair of socks, or a ball."

All this is so natural and simple, that it is well nigh universal, and yet it will still bear talking about, or in the case of little ones who have made such a call, let them "tell all about it in kindergarten."

Can we find the sweetest baby poem to memorize?

This year a collection of such poems written by a mother who lost her little one has been brought to my notice. Every interesting topic connected with a baby's life seemed to me to be represented in the table of contents.

I attended a "Mothers' and Babies' Playground" where the lady in charge had used these poems to interest the children in babies.

Look into "Pinafore Palace" a collection made by two of our rarest kindergarten friends Kate Douglas Wiggin and Nora Archibald Smith. The preface is inspiring in itself.

Let this "Baby Week" come in like the mighty rushing wind at Pentecost, and may it blow a gospel of loving care for every little one in our land.

The interest aroused in babies may naturally lead to a *week with our dolls.* Secure a doll for each child to dress, and let the crudest beginnings suffice.

Clothes-pin will answer if a one cent doll is not available—or else use paper dolls.

Just a few inches of white muslin in which the youngest child may at least poke holes for the arms to slip in—Then a safety pin at the back that "baby" may not be scratched. A simple bed may be folded or perhaps better made with blocks for the little doll. Let the children lead on, and make their own little problems. This method is being successfully used now-a-days in many kindergartens in preference to

the formal, geometrical work which was formerly used too extensively.

Dolly's needs will suggest other work from day to day.

In one kindergarten I visited, the boys kept store and sold the muslin and toys for baby to the girls. But the boys like to dress the dolls too as a rule. Dishes for dolly may be made in clay or plasticine. Her house may be made in a box and furnished by an advanced group, perhaps.

There are other babies besides ours, and as *spring* is advancing we proceed to a week with trees and twigs and birds. We must watch the baby buds open. Horsechestnut and lilac are very interesting. Try to get them.

"Baby buds need care too—
See their warm blankets"—

and some have furry caps!

Some have long curls—

"The alder by the river
Shakes out its powdery curls."

The mother tree sends up sweet sap to feed her baby buds. Have we had a maple sugar week? It is not too late.

The snow may still lie as a blanket to protect the little blossoms. We may find some brave little flowers even before all the snow is melted.

"Dappy down-dilly comes up in the cold
Thru the brown mold,
Altho the March breezes
Blew keen on her face
Altho the white snow
Lay on many a place."

Hunt up her whole story in "The Posy Ring," another book of collected poems charming for both kindergarten and primaries by the same two friends of all little ones.

There are the new spring toys to talk about. The ball, the kite, the marbles, the jumping rope. They will mark new rhythms and new games for us, and keep us busy till

"March goes out like a lamb."

If the month has kept up its windy reputation, we will of course not fail on pin-wheels and kites, sail-boats and possibly wind-mills, not forgetting the weather-vane.

PROGRAM FOR MARCH BY WEEKS

JENNY B. MERRILL, PD. D.

1. BABY WEEK

Conversations and stories about taking care of babies. Let children volunteer to tell what they have seen mother do for baby brothers and sisters. Is there a baby in your home?

What do you do for baby? What can baby do? How long does he sleep? What can you do to help when he sleeps? What does he eat? What kind of milk must we get for him? Does he like water? Yes, often he is only thirsty when we think he is hungry. Is it good for him to keep a rubber nipple in his mouth when he is not drinking milk? No, indeed, it will spoil the shape of his little mouth. It will not hurt him to cry a little when we take it away. He will soon learn to be happy without it.

Talk in simple fashion about fresh air for baby. Is is good for baby to be in the sunshine? Yes, if we do not let it shine straight in his eyes. What can we do about that? Did you ever try to look up at the sun when it is bright? Even with our eyes closed, it is too bright for us, but it is good for us to feel it on our faces, and hands and feet. When it is cold, what side of the street should we roll baby in his carriage? The sunny side? Why? The sun even warms the pavements a little, so that our feet do not get so very cold as if we walk on the shady side.

In summer time we like the shady side, but now we like the sunny side for babies and big children, too.

What month is this? What kind of a month is March? If it is a very windy day and dust flies, shall we take baby out? Perhaps we can sit by the window and let him see what the wind is blowing about.

Babies love to see things move if they are old enough.

Is your baby old enough to clap his hands?

Does he like to spring and dance in mother's arms? She holds him tight when he tries to jump. Why does he like to spring and dance?

Be very careful not to let him spring near an open window. Why?

Is it good to bind him all up as the Indians do? Have you ever seen the little papoose in the museum? Show a picture of swadling clothes or of an Indian baby on a board. Tell why we don't use such things for our babies. (I fear some of our foreigners do.)

Singing for baby. What can you sing for baby? Have children sing one by one. Let us learn a new song for baby:

"What does little baby say,
In his bed at peep of day?
Baby says like little birdie,
Let me rise and fly away.
Baby rest a little longer,
Till you are a little stronger.
When he rests a ltle longer,
Baby, too, shall fly away."

Teach finger plays for baby.—

Tell the children they may take hold gently of each little finger and toe as baby likes to feel us touch him. We may shake each one just a little to help it grow, but not hard. Do you know "Pat-a-cake?" and "This little pig went to market?" You can turn little baby's hand as the weather-vane turns.

Will he know what it is? No. He will like to

do it. Perhaps he will laugh and crow about it. (See Mother Play of the Weather-vane).

First tooth.—Has baby a tooth yet? Are you watching for it?

"Such a precious little thing,
That has come to light!
'Tis a gem we treasure dear—
A tooth of pearly white!"

Will you show baby how to clean them some day? He will watch you, I am sure. Mother washes baby's mouth every day.

First step.—Can baby walk yet? Here is a picture of baby taking his first step. (Show Millet's First Step). It is very appropriate for the kindergarten wall as it shows the interest of both father and mother in baby's walking lesson.

Baby's first picture.—Whom does your baby look like? Show several photographs and talk about them.

"'Tis here we see a little face,
Our baby's face so wondrous fair—
But oh, the picture in our hearts,
Is fairer still, beyond compare."

Weighing baby.—How often do you weight baby? Why do we weigh him every week? Tell me tomorrow how much your baby weighs. How much do you weigh?

Baby plays.—Is your baby old enough to play ball? (See Kindergarten Guide for simple ball games for babies). Teach the children some of the rhymes mothers use as the ball moves.

Will you play ball with your baby and your dolly?

"High—low; high—low;
See it come—see it go."

"The ball is round, and rolls each way,
The ball is nice for baby's play."

Does your baby love to play peek-a-boo? Can you guess why he laughs when you play it? (Kindergartners should review for their own sake Froebel's commentaries upon "Peek-a-boo," and "Cuckoo." Use these in Mothers' Meetings).

HANDWORK

Drawing.—Objects and scenes suggested by the wind, as, clothes blowing on the line, kites flying, the weather-vane, a sail-boat. Free and illustrative, also single objects.

Paper cutting.—Dolls and balls—pin-wheels.

Building blocks.—Baby's bed, high chair, turning figures.

Clay modeling.—Baby's bath tub, balls, boats, free work.

GAMES AND RHYTHMS

Dramatic play illustrative of the pranks played by Mr. Wind.

The wind-mill—weather-vane.

In playing wind-mill, the children enjoy standing back to back, two by two, thus getting the four arms of the wind-mill. They have a little trouble at first in arranging arms but two who get the slant well can be used to set the standard.

Imitate motions of spring toys for rhythms, as tossing ball, flying kites, jumping rope. These motions should not be accompanied by music at first, later they can become rhythms and played in unison. Many kindergartners have the real "jumping rope" in kindergartens. Children love to throw the rope over their heads even if they do not succeed in jumping over the rope as it reaches the feet.

It is interesting to analyze these complicated movements for ourselves to see how wonderfully the child imitates movement unconsciously and without a fear that he cannot.

Play out-of-doors if possible on fair days.

Play family games if it proves desirable to follow up the topic of the week.

2. DOLL WEEK

Why do little children love dolls? Because they are like babies.

Have children bring their dolls and have a doll's party. Let the dolls sit in the circle. Sing lallabies.

Review the finger plays taught last week with the dolls.

Show dolls of other nations or pictures of them. Tell about the Paderewski dolls sent from Europe this year. They illustrated the peasants' costumes of Poland and were exhibited to raise money for children whose fathers were killed in the war.

If desirable to do more Nature work this week, introduce other babies as, baby-birds, placing twigs in water in the center of the ring and lead to care in observing them.

HANDWORK

Drawing.—The jumping rope, the kite, colored balls, tops of different colors, etc.

Free illustrative scenes.

Cutting.—Cut out the dolls after drawing—cut dresses—color.

Clay modeling. Twigs, buds, tops, (may color also).

Construction work.—Dressing dolls as suggested above.

Doll's house.—Begin if there is time.

GAMES AND RHYTHMS

Continue those of first week.

Use the lullaby in rhythms, rocking dolly to music.

THIRD WEEK—RETURN OF BIRDS

Show bird pictures—hang them up as birds are seen in country or in parks. Visit tree nearest school.

Watch for nest building. Talk of these things after they have entered the child's experience.

Name trees and birds. Children like to learn specific names.

Show nests in the cabinet if none are being built, but concentrate upon the actual building if it can be seen near the school or encourage children to report of other trees and nests near their homes.

HANDWORK

Drawing.—Trees, twigs, nests.
Cutting.—Birds to be colored.
Modeling.—Birds, nests, eggs.
Weaving.—Tell of the bird that weaves.
A mat for dolly's house.
Building.—Garden wall, trees inside, free building, of houses for dolls.

GAMES AND RHYTHMS

Bird games.—Gradually work towards a connected series, telling the spring story.

Continue wind games as the weather suggests them.

FOURTH WEEK—THE SUN

Talk of sunrise and sunset, longer days, where does the sun rise.

Point to North and South.

Observe shadows at noon. At noon the sun is in the south.

Our shadow points north.

The north is opposite the south.

Children who are early taught these directions, are interested in pointing them out on their walks. They come gradually to understand, that is, the meaning grows with experience, and when they are used in geography, they are real directions.

Talk of the light and warmth the sun gives us. Teach a line from Genesis:—"God made two great lights, the greater light to rule the day and the lesser light to rule the night. He made the stars also." I hope all the children have seen Jupiter and Venus this winter. Last month the sight of these two planets with the new moon in the west one evening was a rare sight even to be appreciated by young children.

I know a boy of six who enjoyed it with me and who loves to say "Good night to the stars," and "God bless the little stars." I find children enjoy the choice language of Scripture in short, carefully selected passages.

Have shadows observed in the class room and on walls, many times. Review or introduce the light bird.

The sun sends us beautiful colors. Use the prism and let the children play with it often.

Observe twigs and plants.

HANDWORK

Drawing and coloring.—Phases of the moon. The Sun—shadows.

The aquarium—fishes.

Sand.—Digging, plowing, according to locality. It may be too early in some places.

Setting up a scene illustrative of March as a windy month.

Follow picture in Froebel's Mother Play.

Modeling.—Fishes, tadpoles.

Cutting and mounting.—The aquarium, using colored papers appropriate for gold fishes, tadpoles, green plants, pebbles, etc.

Cut yellow circles for the Sun.

Make yellow chains for sunshine.

Cut and color more birds.

GAMES

Sunrise and sunset dramatized.

A child dressed in yellow or carrying a yellow ball starts on the east side of the room, walks towards the south, when he reaches it, he mounts a chair to illustrate that the sun is higher in the sky at noon, then walks to the west and disappears.

Darken the room and let the children go to sleep. It is night, the sun has set. Let the sun re-appear in the east, and have the children wake and stand singing a greeting song to the sun.

Play games with shadows.

Show shadows on the wall.

See Froebel's Shadow pictures.

Play light-bird.

Play Fishes and Tadpoles, as:

"Taddy pole and polly wog,
Lived together in a bog.
Here you can see the very pool,
Where they went to swimming school.
By and by, 'tis true but strange,
O'er them came a wondrous change.
Here you see them on a log,
Each a most decided frog."

NOTE.—Each week it is well to reserve Fridays for free work and reviews of songs, stories and pictures.

TRIBUTE TO LIFE EFFORT OF KINDERGARTEN WORKER

A memorial meeting for Mrs. L. A. Truesdell, prominent kindergarten and social worker, who died in August, was held Saturday afternoon at the Mission Kindergarten, Fifth street. Friends, students and the mothers' clubs connected with the kindergarten work of the city, of which Mrs. Truesdell was superintendent for many years, paid tribute to the little mite of a woman who did so much good during her life. Former students told how the work, begun by her, is now being carried on in forty different states, as well as in foreign countries. Mothers told of the aid Mrs. Truesdell had given them when in distress, and of the burdens she lifted from many weary shoulders. Of particular benefit, the mothers said, was the fact that the kindergarten affords a place where they might leave their babies to be warmly housed, cleansed and fed while they toiled.—Milwaukee Journal, Feb. 8, 1916.

THE RELATION OF THE KINDERGARTEN AND THE ELEMENTARY GRADES

JENNIE R. FADDIS, Assistant Superintendent of Schools, Butte, Mont.

(Concluded from last issue.)

Comradeship of the right kind, between parents and their wee ones, accompanied by a record of the study of whole-sided development of this period of childhood, will give the world much needed material to aid in understanding and directing the early years and put a higher value on the amount of real knowledge possessed by a child of four born with good body and mind and allowed to develop naturally in a favorable environment.

Consider the wealth of vocabulary commanded by a normal four-year-old. I have been specially interested in the last two years in the language development of five children of this age whom I have known more or less intimately. Two of these children have had their vocabularies faithfully recorded by parents. Think of the large beginning toward real education that a child of four has who can use correctly at need fourteen hundred words, not counting several hundred variants of verbs, adjectives, and the proper nouns which may occupy an important place in the child's speech. A father replied to my expression of wonder as to the number of words that might be included in the understanding vocabulary of a child of four, that the rate of progress in understanding made by a small inquiring mind is at times amazing indeed, and the manner of acquiring most interesting. I began my acquaintance with one of the four-year-olds mentioned in a walk of a few blocks, when the little lad overtook me on his way to kindergarten. His first statement to me was that they, his family, were no longer going to have charge of the house in which they were living. A somewhat elaborate explanation of their plans followed and I was soon aware that the expression to "have charge of" was newly acquired. It was "hard worked," as the little fellow talked of the present, the past, and the future. After I had heard of the trip to the new home in prospect, of which they were to "have charge," and to be reached by train, boat, and automobile, I was well entertained with the story of *The Three Bears*, my little friend seeming to assume that I might never have heard of the famous trio. "Finally" and "probably" were words oft repeated in this conversational output, of which the language was of the best. This child has never heard baby talk from his elders, has had his questions answered, and has listened to careful explanations of whatever might interest him.

What varied and refreshing forms of imagination an acquaintance with these embryo citizens reveals. Watch a child of four, as he transforms his pile of boxes in the back yard into trains and boats, and listen as he goes on his self-made travels. I watched a sturdy four-year-old boy, with ability to use hands as well as head, playing in a sand bank. He appeared to be digging vigorously, when his father called him to come and get ready for bed. The little fellow reluctantly obeyed, coming slowly toward the house. To his mother he sobbed, "Daddy wouldn't let me stay to get my ice cream. I digged down till I could feel the servants of the fairies and they were going to bring me some ice cream in just a minute." Who that understands child nature and revels in the manifest signs of power to dream great dreams and from these construct great works for man, would take away Santa Claus, the brownies, elves, and fairies?

In the book, *What Is It To Be Educated*, C. Hanford Henderson dwells at length on cultivating the imagination in childhood. He says: "Children are often accused of having too much imagination, but in reality that is hardly possible. The imagination may run riot, and, growing by what it feeds upon, come dangerously near to untruthfulness, the story of facts may have been too small. But the remedy is not to kill or cripple the imagination; it is rather to provide the needed equipment of facts and to train the imagination within the limits of truth and probability." * * * * Further, Mr. Henderson says: "It is not safe to assume that we parents and teachers are blessed with such a large store of imagination that we may at once pass on to the work of cultivating it in our children. On the contrary, our immense lack of equipment in this illuminating quality is only too evident when one glances at our schools, our industries, our churches, our government, at our own irrational lives. A lively imagination playing freely about these social institutions would long ago have quite transformed them. The fact is people of the world have scant regard for the imaginative people, for it is imagination which pricks many a solemn bubble and upsets many a time-honored convention. Imagination is at the heart of all reforms, of all progress. It is the enemy of all absurdity and unreason. To see the world as it is, and then to picture it as it ought to be and might be —this is the high province of the imagination. Even in the exact sciences, it is the man of imagination who extends the boundaries of knowledge. In mathematics, physics, astronomy, chemistry, even in biology, one must be a poet and must see the things that are not, as well as the things that are. One must image novel results in order to win novel results. * * * *

"All the men and women who have done things have had imagination. So valuable a quality is well worth cultivating in ourselves and in our children. It can be increased by definite and practical methods. One excellent step in this direction is not to take things for granted, but in a friendly way to question all statements by contrasting them with their opposites. Another is to read books of travel and adventure, fairy tales of a sober sort, and the lives of inventors and pioneers. We are prone to forget that human achievement is a spiritual victory and depends upon invention. A prominent sociol-

ogist thus states the case: 'Wealth, the transient, is material; achievement, the enduring, is immaterial.' The products of achievement are not material things at all. They are not ends, but means. They are methods, ways, principles, devices, arts, systems, institutions. In a word, they are inventions. In the face of such testimony as this, it is odd that we should make education consist of repetition and grant such small part to initiative."

A devoted and capable primary teacher of experience says that little children whose imagination is not cultivated are hampered as the grown-ups, who, having eyes, see not. This teacher, a firm. supporter of the kindergarten, to the advantage of both kindergarten and grades, feels that little children are well started in their education when they can see with eyes open, image with eyes closed, and have power to place themselves in many situations, through the exercise of the imagination. She expects the kindergarten to prepare them to do all this, which is of infinitely more value than the school work, as the counting, et cetera, of the kindergarten may be called, in preparing them to work and play together, and in teaching them to listen to every utterance of the teacher, as if they anticipated something they wanted to hear.

In choosing materials for the curriculum today, in answer to the questions, What we shall teach and how we shall teach, the awakening of each mind is a stronger purpose than ever before, the developing of native power a much-considered task of education. The value of initiative is urged from every stronghold of human intelligence. The need of guided imagination is a far cry from a sordidly practical world. Where shall we begin with little children who have come from the home—the home most alive to its responsibilities and able to further every step of organic education, the home which can only contribute children who must be supplied with everything that makes for soul-development, as well as much needed for physical growth?

We turn to two lines of world interest that every little child can feel himself a part of, the world of human nature and the great outdoors, as he joins the group of those who are his equals in time experience, at least.

The kindergarten must, in all its plans, ever take large account of the human ties, which, though they bind so closely under some conditions of living, yet make him what he is, under all conditions of existence,—in a normal state, a growing personality, full of driving instincts, led by curiosity, dominated by love and some fear. How much the child shall be allowed to live over the experience of the home and the neighborhood, that he in a greater or less degree leaves behind him on coming to the kindergarten, or the primary school, is a matter settled somewhat differently by the different kindergarten and primary mothers, and by others in authority more remote. We seem to be coming nearer to a common judgment in favor of basing the early work of little children on the best material we can select from the sum total experiences of their lives, with the idea that each phase of their usable history may be extended as fast and far as possible in the creation of a fuller, richer world about them. How closely the home and the earliest educational institution of the child's experience may work together is still a topic to be speculated upon, as mothers and fathers are in these days entering school building more in the role of inquirers, learners, than in former times, when many came only to complain.

In considering the use of the nature environment of a child as full of possibilities for his unfolding self, the assurance of Dr. Dewey supports the belief of those who would help children at an early age to make intimate friends with the growing, changing life of animals and plants, give them opportunity to unlock for themselves some of the mysteries of nature's appealing methods, and start them on that long road of appreciation of beauty of earth and sky, —of rivulet, flower, tree, bird, and cloud. This accumulation, for use as a permanent fund, which means resources within one's self, is constantly needed as life's way is plowed. Study your fellow travelers on a wonderful 'journey of several days duration. How many of them are able to appreciate, in any measure, the wonders and beauties before them, which might speak in appealing language if they had learned as chidren to read Nature and follow her ways? Dr. Dewey told us years ago that the scientific attitude of mind is not irrelevant to the teaching of children and youth, as many would suppose, and that "the native and unspoiled attitude of childhood, marked by ardent curiosity, fertile imagination, and love of experimental inquiry, is near, very near, to the attitude of the scientific mind."

Take, for example, the work with seeds, which is sometimes very successfully carried out in the kindergarten and primary grades, for seed distribution, the introduction to all this work, may be of the liveliest interest to the younger children. The gathering, sorting, classifying, arranging—is all work full of motive, which results in concentrated effort of the best quality. There is much chance for discovery as individual collections are made. These little observers, with eyes so near to the ground, find out for themselves what helps the seeds to fly, how differently the various flyaways are constructed, which flyaways can fly farthest, and possibly why, and the ways tramp seeds have of holding on. As they classify seeds according to habitat, as seeds of the garden, field, and farm, as vegetable, flower, and fruit seeds, there is a wonderful amount of absorbing manipulation of stimulating material. The seeds collected, saved, and labeled are those used by the little gardeners the following spring.

What more appealing material for beginning first-grade language and reading could be found than the children's experience with the seeds, the knowledge gained in the kindergarten functioning as worth while reading matter, regardless of the text-books which

are to follow the first reading lessons. In such school work children are not asked to forget all the knowledge they have gained in six years, a charge made in connection with a type of first grade reading matter not being rapidly enough removed from our schools.

The more competent first-grade teachers of experience make many a primer for their own needs. The lessons of a series from a "seed primer," made by one of these live teachers, show how children's experiences are made the basis of the language reading work. The sentences of one lesson read:—

Jack has a dandelion seed.
He found it in our walk.
He picked it up.
He brought it carefully to school.
He put it on a paper.
He pasted its name in a corner.
He put glass over it.
Now he can keep it a long time.

Another lesson records enlarged experiences:—

We walked by the river.
We found new seeds.
They stuck to our stockings.
They stuck to our sweaters.
The old seeds like to fly.
They are flyaways.
The new seeds like to ride.
They make us take them to ride.
They steal a ride.
Let us call them tramps.

What exultation as a discoverer a little worker carries into the schoolroom on Monday morning, when Saturday and Sunday have yielded new trasures to display to teacher and schoolmates—and then to have a whole reading lesson based on the treasure, as Frank did in the following:—

Frank has a new seed.
Its name is Clematis.
He saw it when he was riding.
His father stopped the car.
Frank picked the Clematis.
The Clematis' seed can fly.
It does not fly like the Dandelion seed.
It has no parachute.
It has a feather.

Story, song, and poem are woven quite naturally into such work at need, and become a part of the fiber of the child's constitution.

When work generally is based upon the vital experiences naturally invoved in kindergarten and elementary grade procedure, furnished by every conceivable situation which the alert teacher can bring about, the adaptive instincts will be dealt with in a different manner from now. We shall rejoice that, "Curiosity is more omniverous than imitation." Attention "getting" and "paying" will not be the dismal matter it commonly is. Interest will be valued only as it is "the principle of the recognized identity of the fact to be learned or the action proposed with the growing self; that it lies in the direction of the agent's own growth, and is, therefore, imperiously demanded, if the agent is to be himself."

We have constantly to meet the query as to what the kindergarten should do for the children, how prepare them for the next step in the educational career, which the public still claims to comprehend much better than it does the beginning of the educational process. We need to grasp the whole meaning of education in order to try to put the function of any part of it into words. We want to prove that the little growing, changing self must be well occupied, that his time and efforts and results are to be reckoned with in considering his whole later development. We want, as well, to show why he must be allowed to live a free, happy individual who may develop all the initiative his nature affords, in order at the same time to be truly thoughtful, controlled, obedient, and considerate of others in all his dealings with his fellows. We must drive home in convincing manner, to all concerned, that what was good enough in education for the child twenty-five years ago is not good enough for the child of today, born into ever new and more complex conditions of society.

Not many days ago an intelligent father said to me that he did not feel that the kindergarten was meeting the experience of his child. He told me of the child's life outside of kindergarten, and I agreed with him that the background of that kindergarten was not large enough to develop the wholesome interests of his boy and thus employ the full powers of his wide-awake nature.

This week, a mother talked to me in grave concern over her problem, a five-year-old boy whose short experience in the public school kindergarten left the mother in doubt as to whether he would not be more harmed than benefited by a year of the kind of treatment he had received. She said she could not criticise the kindergarten, but that she as a mother, eager to know what modern education is doing for children, and resolved to follow the course of her children through school, is reading, talking with educators, and observing the public school work about her. She related several incidents of her mornings in kindergarten with her boy, who could surely not be labeled a conformist, though I have heard people outside of the home pay tribute to his manner of quick and willing obedience. The kindergartner in one case laid upon the table an orange, saying to the children, as she distributed equal amounts of clay, that each one was to make a nice round orange, like the one before them, and that the best ones would be saved till tomorrow. The boy in question made with his ball of clay a boat, which he soon displayed with some pride to the kindergartner, who said very firmly, "I told you to make an orange; I did not want you to make a boat." The boy then proceeded to construct an engine, which he held up with satisfaction, calling out to his mother to see

how complete it was, with smokestack, headlight, and wheels. The mother said that the making of the orange was wholly unrelated to any other work of the morning. In fact, she said, the work with the blocks, the cutting, pasting, and the games, all seemed to stand alone, and were undertaken without special appeal to the children at any point.

In trying to sum up the relation between the kindergarten and the elementary grades, it has been interesting to compare conditions in two large school systems of about the same size—one in which good kindergartens have for many years been an integral part of the system, and the other without a kindergarten. The system with the kindergarten foundation may lack substantial elements of progressive education that the other has, but we are concerned with the influence of the kindergarten on the grades.

First. Immature children may be given varied and rich experience in kindergarten before they must begin to read and write and do number work, required in equal amounts in many systems for all children alike, though the difference in capacity in first-grade children is often greater than in any two grades above.

Second. The kindergarten does a great work for foreign children with language handicaps, who need to grow slowly into the use of a new language through dealing with real things in live situations.

Third. The free, spontaneous play of the kindergarten and the play element in work, which develops the real co-operative spirit, may be brought to the attention of all grade teachers.

Fourth. The homelike, well ventilated, orderly kindergarten room, furnished with plants, pictures, piano, aquarium, and visiting pets, puts the bare, desolate, or stuffy, disorderly schoolroom to shame.

Fifth. An abundance of material in evidence in room and closet, much of it in a raw state to be made up into things of use and beauty, indicates that although the kindergarten is a lovely school home, and the best kind of a play room, it is yet a veritable workshop. Would that our grade school-rooms could more rapidly assume the aspect of well-ordered workshops in which materials serve as more of a stimulus to experimentation.

Sixth. The kindergartner, a trained teacher, gives evidence of her own skill in pieces of work often seen about the room. These are not for the children to imitate directly, but serve as models of color combinations, proportion, appropriate size, and careful workmanship.

Seventh. The kindergartner's pleasing personality, radiating a joyous attitude in work and toward all life, is sometimes a marked contrast to the neighboring workers with children.

Eighth. The willingness of the kindergartner to help others, especially the teachers of the first and second grades, to see the possibilities in environmental materials, in all materials usable with children, is an educative factor of great value.

Ninth. Constructive work of a high quality is done by the trained student of child nature and child needs, in showing how little waste there need be of a child's time and effort, when he is given an opportunity to help himself, to learn to depend upon himself, to perform tasks involving the common welfare of his group,—in other words, when he is treated as a thinking, responsible being, who must learn to make important decisions through the exercise of judgment in small matters in childhood.

Tenth. The suggestive kindergarten programs that indicate problem work in progress, in terms easily interpreted, give forth many useful hints. They may include: (a) the method of developing topics through conversation; (b) the games, stories, songs, and pictures to be used in relation to the other work; (c) methods of using materials, through dictation, part dictation, and through the freedom of choice on the part of children; (d) the best time of day for the quiet period; (e) the nature and purpose of the excursion. In short, the kindergarten program on the wall may show the well-defined interests and the means which are employed to assist children in making the required physical, social, and intellectual adaptations. A series of such weekly programs may be illuminating to teachers and patrons.

Eleventh. Kindergartners go to the homes and bring parents to the school, and they help them to see and exercise the obligations and privileges of the natural guardians of children toward the education beyond the kindergarten, to know and uphold guidance and training that mean real development, through appealing work, joyous play, in all varied experience with real things in lifelike situations.

Twelfth. The worthy kindergartner knows what she has undertaken to do during the year and what she has accomplished. She should put her aims and results in a report accessible for the primary teacher, who must learn to build carefully upon the foundation laid by the kindergarten.

In conclusion, I can only emphasize the urgent appeal of thinking workers that more and better opportunities for comprehending the real meaning of education be given to those who have to do with the guidance of childhood and youth. Adults must make their lives convey the meaning that a real educator utters, and kindergarten and elementary school must come together in demonstrating the truth: "The fundamental, essential work of education is with the spirit. It must safeguard the child from false impressions, unsound conclusions, unwarranted commands and inhibitions. It must remove obstacles and enemies and sorrows. The proper work of education is not to prune and thwart and bend and force. It is rather to keep hands off, as well as harm off. It is to feed and nourish and cheer, so that the child's spirit shall move forward freely into the novel creations of its own appointed path."

Give work rather than alms to the poor. The former drives out indolence, the latter industry.—Tyron Edwards.

MOTHER PLAY

THE CHARCOAL-BURNER

(Translated from the German of Friedrich Froebel.)

By Bertha Johnston

MOTTO FOR THE MOTHER

Show to thy child how oft great things on small depend,
How man may master matter and shape to his own end,
How oft 'neath ugly forms, goodness and skill may hide,—
So to the great truths his childish heart to guide.

SONG FOR THE CHILD

How small is the charcoal-burner's hut,
Scarce room for three when the door is shut;
But there with his two sons he dwells,
Cheerful and true in the forest dells.
The wood they fetch and burn to coal,
And the blacksmith carts away the whole,
Think—how could we make knives, forks and rings,
And many other useful things,
If the burner so black and sooty should tire
Of faithfully tending the charcoal fire?

Come, baby, let us the charcoal-burner greet,
Without his spoons how could we eat?
He's kind, so we'll not be afraid of him,
Altho his face seem sooty and grim.

COMMENTARY FOR THE MOTHER

The picture shows plainly the position of the hands, with the wrist resting on some object (the table for example) which represents the ground.

We have already recognized that the eye is that which (predominantly and preponderately) mediates between the world within man, and the higher spiritual world. So the hand mediates in itself, between that and the surrounding external corporeal, objective world. And again, is a mediator, between phenomena in space, especially material phenomena, and immaterial mind.

It is not, by any means, in the numerous representations of later life, that the hand first acts thus as mediator, but in the narrow, even the narrowest limits of the first childish plays.

Man has only two hands, comprising in all only two times four fingers, those on one hand being all unlike each other, but each corresponding to a similar one on the other hand. Only two opposite thumbs has he, acting as a dam or curb to the fingers. But what a variety of things, may be accomplished with these!—yes, even if we consider merely the joy and awakening of childhood, through representation.

NOTE—Froebel's fondness for playing upon the meaning and sound of words is here illustrated. The German word for "thumb" is "Daumen," which sounds somewhat like "dammen," to dam or curb.)

Do they not teach the child, without going beyond the boundaries of his own little life, how much, how very much, man may accomplish, with the little near at hand, without grasping at what is in the distance. Therefore, the Englishman is quite right, who wrote an entire book showing that the hand of man is a token of the paternal grace, love and kindness of God towards him, since it teaches him to value the insignificant and the near, and from things few and small to create so much. And is it not thus, an expression of man's likeness to God? Does it not show him in this, to resemble his Creator? Who everywhere, from the means near at hand creates so much.

You must early arouse in your child, O Mother, this regard for his hand, and thoughtful reflection upon what it may accomplish, in order that he may injure neither it nor himself, in order that he may rather, seek through what he does with it, to resemble his Creator, Father, God.

And as you, O Mother, cause your child to respect his own hand, make him honor and respect not only he who by means of his hand gives us bread and satisfies and nurtures the body; no, teach him through the labor of his hands to respect the capable man, everywhere, however lowly his occupation, whereby he not only preserves from harm and danger individual people and entire communities, but often directly advances the welfare of mankind.

What, for example, would become of almost all of our technical arts, what of our investigations of Nature, by way of chemistry, and all that depends thereon,

If the charcoal burner, so black and sooty should tire,
Of faithfully tending the charcoal fire?

Tell to your dear child, later, the story of the two children, German Princes, whose lives were saved by the charcoal-burner, or at least preserved from a tragic fate as captives, because,

Tho sooty the chrcoal-burner's breast, his clothing poor, uncouth,
His heart beat warm beneath it, for innocence, virtue, truth.

NOTE—The book to which Froebel refers is undoubtedly one by Sir Charles Bell, on "The Hand, its Mechanism," etc., (1833), in which he says "the hand supplies all instruments, and by its correspondence with the intellect gives him universal dominion."

FURTHER SUGGESTIONS FOR THE GRADE TEACHER

Reference to the Encyclopedia informs us that in the ordinary primitive way of making charcoal, sticks of wood are piled up in horizontal or in vertical layers, around a central opening which extends from the bottom to the top of the heap. The outer surface of the heaps, which are conical or hemispherical

in shape, are made even with chips and twigs, and then covered with leaves, twigs or straw, or moss, upon which sods are laid. The sticks to be charred are very closely packed. They are of any convenient size. A horizontal opening is left in the bottom of the heap extending from the central chimney to the outside. Other smaller openings are made around the bottom for the admission of air and escape of volatile products. As the charring proceeds these openings are closed and others made higher up. The tarry products which result, run out in channels made for the purpose. When the entire heap is completely charred, all openings are closed, and it is left for one or two days, and then partially uncovered, and the charcoal spread out in layers. This is done at night so as to better see and quench any that remains ignited. The process may take from one to three weeks depending upon the weather and size of the heap.

Skill and knowledge are required to know by the color and density of the smoke, and other indications, just when to close certain openings, and when to hasten or retard the process.

"Charcoal has a great deoxidizing power even at low temperatures, it is in fact the great reducing agent of metallurgists."

It is a strong deodorizer, and an antiseptic.

Plumbers, blacksmiths, and other workers in metals used it formerly, as it gave an intense, steady heat, without flames. Now, if not working in the wind, they use oil.

The children may be told how many mothers use charcoal to cook with, because they can get a hot, steady fire, very quickly, when needed.

The blacksmith in the picture is using it to heat the metal of which he makes various tools and utensils. The spoon used for feeding the baby even, in the picture, could not have been made without the help of the charcoal-burner.

GEORGE, THE TRILLER

In his Commentary to the "Charcoal-Burner," Froebel refers to some apparently well-known tale, of the rescue, by a charcoalburner, of two young princes from captivity, and perhaps death. This story is to be found in Charlotte M. Yonge's "Book of Golden Deeds," under the name of "George, the Triller," and also in Vol. IV, of Carlyle's "Critical and Miscellaneous Essays," published by Houghton, Mifflin & Co. The essay is called "The Prinzenraub." Briefly, the tale is as follows: A fierce robber baron, Sir Conrad or Kunz of Kaufungen, known from his great size as the Giant Knight, has served the Elector Frederick the Mild, of Saxony, in his wars against his brother. Being captured by the Bohemians, Kunz was obliged to pay a heavy ransom for his freedom. Frederick refused to indemnify him, and so exasperated Kunz, both by the refusal and the manner of it, that the knight threatened dire vengeance, Frederick ironically imploring, "Don't burn the fish-ponds at any rate, the poor little fish in the ponds."

Soon after, Kunz learns that the Elector is to be absent from his castle of Altenberg, and bribes the scullion, Hans Schwalbe, to admit him and nine others, into the castle, July 7, 1455, (37 years before America was discovered).

Hans let down a rope-ladder, so that the kidnappers could scale the steep precipice upon which opened the children's apartment, where a feeble old governess was the only guardian. Many of the servants were carousing in the village. Meanwhile the doors of the Mother's room and of the servants' room had been locked, so no immediate rescue was possible. The boys were taken down, but upon reaching the ground it was found that one protesting child was not the Elector's son Albert, but the visiting son of another Count; Kunz told his accomplices to proceed with the older boy, Ernst, while he went back to exchange the two other children.

Soon he was on his way again, with the little prince, and followed by his servant. Thus they hastened on towards the frontiers of Bohemia and his own castle where lay safety, and whither his friends were also hurrying.

Meanwhile, however, some of the servants had escaped, the castle bell was set ringing, the village toc-sin caught the alarm, and soon bells were ringing and beacons lighted on every hill.

Kunz rode on till daylight, obliged to seek the most secret paths, over hills, through morasses and thickets, until near his own castle. But his horse was weary after the long, wild ride, and the little child all but overcome with fatigue, fear and thirst. So Kunz, who must have had some elements of kindness in his nature, dismounted, putting the two horses in charge of his servant, gave the boy water and sought wild bil-berries for him. Suddenly, George, (surname unknown) a charcoal-burner, appeared, aroused from his noonday rest, by unusual sounds. Fortunately he carried his long, strong wooden poking-pole used for stirring his kiln fire. Seeing him, and undismayed by his sooty exterior, the boy hurriedly explained his name and rank and appealed to him for aid. The knight's servant struck at the little prince with his pole-ax, which the charcoal-burner parried with his pole, also setting his dog upon the man. Sir Kunz hurried back, gigantic in size, and clad in armor, a terrible fight ensuing. George's wife appeared, and her screams and his whistle brought some comrades to his aid, so that Kunz thought best to mount and get away, but his spur caught and he was dragged along the ground being finally captured, taken to a convent and later to the castle of Freiburg, where a week from his venture, July 14, he was beheaded, altho it is said, that in his joy at his sons' deliverance, the Elector had sent a message of pardon, received too late.

Meanwhile the other party were in hiding, for three days in a cave, and learning of Conrad's fate, offered to restore Prince Albrecht, in return for a full pardon, which was accepted. Near the scene of the rescue is the little church of Ebersdorf, in which were offered up, in thanksgiving, the coat of Kunz

and the grimy smock of the charcoal-burner, who so bravely risked his life for the little prince; bravely indeed, for the robber baron dwelt in the neighborhood, and had he been victorious, could have tortured his victim cruelly.

Asked how he had achieved the rescue, he said, "I shook (getrillt) him right soundly with my poking-pole," and so he was given the surname of "Triller," in the legal papers in which the Elector gave him as a reward, a piece of land in the parish of Ebersbach.

A letter written to Carlyle, in 1856, by Walter White, tells of his visit to places connected with the Prinzenraub, describes portraits seen in the Castle of Altenburg, of the Triller, his wife, and Kunz, and tells of how July 8, 1855, the 400th anniversary of the rescue was celebrated by a procession of some 800 persons, including many coalers, through the forest to the Brewery which now occupies the site of George's hut and kiln. Three of his descendants took part in the festivities, but since then all have died.

Prince Ernest was ancestor of the present royal house of Saxony, and of the Prince Consort of England, Albert, and hence the present King of England.

NEWS ITEMS

Hundreds of people were turned away from Carnegie Hall, unable to obtain entrance, on Friday evening, February 11, at the Memorial Meeting of Booker T. Washington. The Hon. Seth Low presided, and addresses were given by Dr. H. B. Frissell, president of Hampton Institute, The Hon W. H. Lewis (ex. Asst. Attorney General of the U. S.) The Hon. William G. Willcox, newly-elected president of the New York Board of Education, Dr. J. H. Dillard, and Major Moton, the newly-appointed president of Tuskeegee Institute. The Fiske quartette and the Tuskeegee quintette sang some of the Jubilee songs which always so touch the heart, and the chorus from the Music School Settlement sang an inspiring song dedicated to Booker T. Washington, the words "Lift Every Voice and Sing" being by James Weldon Johnson and the music by J. Rosamond Johnson, who directed the singing.

All the speakers emphasized the fact that Washngton was one of the greatest influences for good our country has known, in that he showed the part that industrial education could and should play in the training of youth. Also, in that he "interpreted the North to the South, the South to the North, and the Negro to both, and both to the Negro.

Mr. Wilcox said that after visiting Tuskeegee, he told the faculty that they mustn't feel too proud of what they accomplished in their school, for plenty of white boys and girls could do as well, if they had the chance.

Mr. Lewis said that Lincoln's act, as the emancipator, was justified, in a man like Washington, who, from being himself property, became an inheritor of the earth. In paying his tribute to Washington's influence he said that for seven years he had misunderstood his great leader, "I thought Latin conquered all things." Washington said, "Labor conquered all things."

Dr. Frissell reminded the great audience of their debt to Washington and that we must not let Tuskeegee go down. The great war came about because of the exploitation of the weaker races by the stronger. We, the heirs of all the ages, must help the disinherited races.

Mr. Dillard, a Southern white man, said that Washington was one of the greatest influences for good our a better understanding between the races, and that in no sense was he a truckler.

Major Moton, Washington's successor and a full-blooded Negro, spoke ably, brilliantly and modestly, and impressed one as a man who would carry on the great work in the spirit of the man whose loss is so greatly deplored. He pointed out that we could and should all work in harmony, tho not necessarily in unison. And told a story to illustrate his plea, that we whose hold on civilization has become so sure, through the centuries, should not cut the rope that joins to us our more backward brothers.

In his introductory speech, Mr. Low told how Superintendent Ella Flagg Young, of the Chicago public schools, was so impressed by the splendid carriage of the Tuskeegee students when they entered their chapel, that returning to Chicago, she offered a prize for the school under her regime which should show the best walking. He reminded us what a mighty benefit to mankind marked the grant of freedom to Washington, and quoted from Watterson, editor of the Louisville Courier-Journal, who said that since the war of Secession no man had exercised such a beneficial influence or done such real good to the country, especially the South.

Those who wish to subscribe to the B. Y. Washington Memorial Fund in the continuance of the institute ington had a patience almost divine in bringing about may send to William G. Wilcox, treasurer of the investment committee, 3 So. William St., New York City.

GRAPPLING GOOD HABITS

We need to grapple good habits to our character with hoops of steel.

Custom without personal interest will not make permanent habits. A boy may wash his hands till he is 21, but if he does not care for the result obtained he will stop washing them the day he is away from observation. If he takes pleasure in the result of the washing, he will wish to be clean, even if cast by himself on a desert island.

If a child recognizes his error in neglecting a regular habit it is sometimes wise to say little or nothing, but if the habits being taught are disregarded thoughtlessly, the occasion should rarely pass without a remark. Common habits relating to manners, to neatness, thoroughness, courtesy and proper language must be enforced, otherwise their opposite bad habits, which are much harder to obliterate, will be formed.

THE SECOND GIFT

ELSIE GILSON BAKER.

The method of presenting the second gift is often so difficult to many kindergartners that I should like to offer my way of introducing it to the little children under my care.

These games or plays have been used for a number of years in my kindergarten; and the children enjoy them so much that they frequently ask for them again during the year.

FIRST PLAY.

By means of a wooden axle or stick, join the cube and cylinder by pushing the axle through the holes in these forms; then, if possible, let the axle pass through the hole into the sphere also, thus securing the three forms together. In any case, the sphere can be fastened to the other two forms by passing the strings with which we swing the sphere on either side of the cube and tying them on its under side.

After the three forms are joined, fold a large handkerchief or square piece of cloth like a shawl and place it around the sphere, crossing it over the other two forms, leaving a portion of the sphere open; and here we have a baby doll, ready to be loved and rocked and finally put to sleep with a lullaby. These doll babies are to be arranged by the kindergartners; and when the children open the boxes their delight is unbounded. It is not necessary to make the faces on the cylinders, still it can be done lightly with crayon.

SECOND PLAY.

Here we proceed with the gift by means of a story, being careful to tell the children that we are using pet names for the forms, but that by-and-by they will know the real names

It is better to tell the story first and then remind them of this fact.

The kindergartner should sit where every child can see her plainly and should hold the three forms covered in her lap. On the little table before her she should place an oblong tray or box cover of about six by ten inches, with sides an inch or an inch and a half high; so that when she illustrates the story with the forms they will not fall over the edge.

She should then place the sphere in the tray and begin the story:— Once upon a time there was a little boy who lived with his father and mother. He had no little brothers or sisters, and often he wished that he had somebody to play with.

Now there was a nice yard back of his house and in it was a big sand hill where he used to play when it was pleasant weather. He was such a fat little boy and so jolly and happy all day long that his mother called him Roly-Poly. Whenever he fell down he just rolled over and laughed and got up again. O, no! he never cried—that is, hardly ever.

One day while he was playing by himself, he heard someone call "Hullo!" (Here place the cube outside the tray.) And when he looked up there was another little boy outside the fence; and Roly-Poly ran over to speak to him. (Here roll the sphere to the side where the cube stands.)

The little boy said, "I've come to live in the new house across the street, and my name is Stand-Still. May I come in and play with you?"

Roly-Poly was so pleased to have a playmate that he could hardly wait for his new friend to climb over the fence and join him. He gave him his nice new sand pail, with the little shovel, to play with; and then he said, "My name is Roly-Poly."

The other little boy said, "Why do they call you that?"

Roly-Poly answered "Because I like to run and roll all the time. I never want to keep still."

Then his friend said, "They call me Stand-Still because I don't like to run very much, but I can slide. I like to slide; and I can stand on one toe and whirl around like a top." (Here illustrate.)

These two little boys played every day and had many good times together. One lovely morning, while Roly-Poly and Stand-Still were playing in the yard, a third little boy came across the street and looked over the fence. (Introduce cylinder outside the tray.) Roly-Poly and Stand-Still both hurried over to speak to him. Roly-Poly said, "Come in and play with us;" and the little boy climbed over the fence.

"What is your name?" said Roly-Poly. The new little boy answered, "My name is Rolly-Polly-Stand-Still."

The other little boys cried out, "Why, what a funny name!" and Roly-Poly-Stand-Still said, "Well, you see, they call me that because I can run and roll and I can stand quite still, too. It isn't my really truly name."

Then Roly-Poly and Stand-Still told him their names; and the three boys had a happy play-time in the sand hill all that long morning.

(After the story has been told, the boxes with the three forms may be passed, so that the children may enjoy a period of free play. In most instances they will act the story over again, closely imitating the story-teller.)

THIRD PLAY.

Another story. Use the same tray or box cover, and again conceal the three forms under an apron or in a box in the lap.

A little boy named Charlie lived in a big city in a large brick house on one of the crowded streets. He was a happy little boy and dearly loved to run and play. In his home there was a dear grandmother; and Charlie and his grandmother were very good friends indeed.

Grandmother knew such fine stories to tell! just the kind little boys like to hear.

Every afternoon when it was pleasant weather Grandmother took a little walk; and Charlie would start out with her, but Grandmother walked very slowly and sometimes she would stand still to rest a few minutes. Charlie would run on ahead a little way; then hurry back to join Grandmother again. This is how Charlie and Grandmother went to walk. (Illustrate with sphere and cube, letting the cube slide

and stand still, the sphere roll ahead and back again.)

Across the street from Charlie's house in another big house lived a little girl named Alice. Charlie and Alice went to the same kindergarten and played together. Alice would watch every afternoon from a window in her house, and when she saw Charlie start with his grandmother for their walk, she would beg to be allowed to go with them; so almost every day her mother would help her put on her hat and coat, and Alice would skip across the street to join her friends.

Now Alice was such a polite little girl (Place the cylinder standing on the tray) that she would walk nicely by Grandmother's side nearly all the time. But sometimes Charlie would call out, "O, Alice, come and see the squirrel!" and Alice would forget and run over to join Charlie; (Let the cylinder roll), but the little girl and boy always went back to Charlie's house very slowly with the dear grandmother.

(After this story, as with the other, allow free play with the forms. The usual methods of proceeding with the gift are now to be carried out; and it can be safely said that no trouble will be experienced with the children in regard to confusing the story names of the forms with the real ones. After the names sphere, cube and cylinder have been given, the children should not be allowed to use any others.

Personally these little games have made the presenting of the second gift a real pleasure.

CALIFORNIA AND KINDERGARTEN EDUCATION

The kindergarten is coming to its own in the state of California largely through the law recently passed by that state The law provides t hat "upon petition of parents or guardians of 25 or more children between the ages of four and a half and six, residing within a mile of any elementary school," and with the approval of the school authorities, the board of education of the school concerned "shall establish and maintain a kindergarten." This law has already resulted in the presentation of 50 petitions, with 36 kindergartens opened so far in 21 different cities, 19 of which never had a kindergarten. The legislation that accomplished this was the result of the efforts of the California State Congress of Mothers.

It is fitting that California should take high rank among the states in regard to kindergarten work. It was the Silver Street Kindergarten in San Francisco, conducted as far back as 1878 by Mrs. Kate Douglas Wiggin and her sister, that helped to give such popularity and celebrity to the kindergarten cause throughout the United States. The Silver Street School inspired the Golden Gate Kindergarten Association, identified in the public mind with its founder, Mrs. Sarah B. Cooper. Mrs. Cooper's work, in turn, brought forth the first kindergarten legacy—that of Mrs. Leland Stanford. The first public lecturer to espouse the kindergarten cause was Felix Adler, who stirred Los Angeles and San Francisco in 1875-76, when visiting the Pacific Coast on a lecture tour. It is expected that California, now in the eleventh place among the states in kindergarten work, will, under the inspiration of the new law, move up to near the front, particularly because of the Panama-Pacific Exposition.

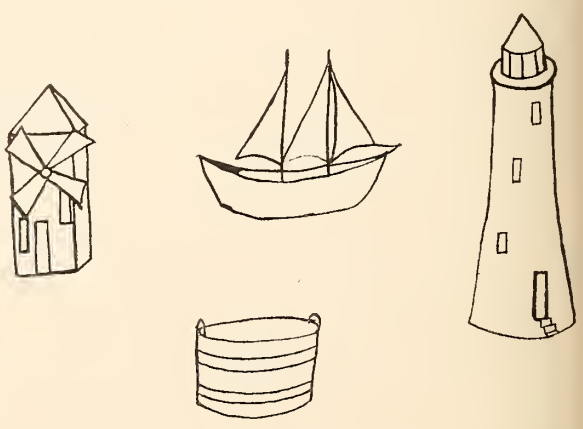
The exposition of Philadelphia in 1876 not only acquainted that city with kindergarten work, with the result that Miss Burritt, the "Centennial Kindergartner," was retained there, but the exposition opened the eyes of the entire country to the principles and methods of the kindergarten.

The achievement of the California State Congress of Mothers is especially valuable at this time as an example for similar associations in other states. The legislatures will meet this winter in 38 states, many of them needing legislation similar to that enacted in California. Legislators doubtless stand ready to do for other states what California's legislature has done for California. Steps have already been taken in several states to have similar bills introduced this winter. Those interested may learn the particulars by writing to the National Kindergarten Association, 250 Madison Avenue, New York City, or to the Bureau of Education, Washington, D, C.

SUGGESTIONS FOR CLAY MODELING

CARRIE L. WAGNER.

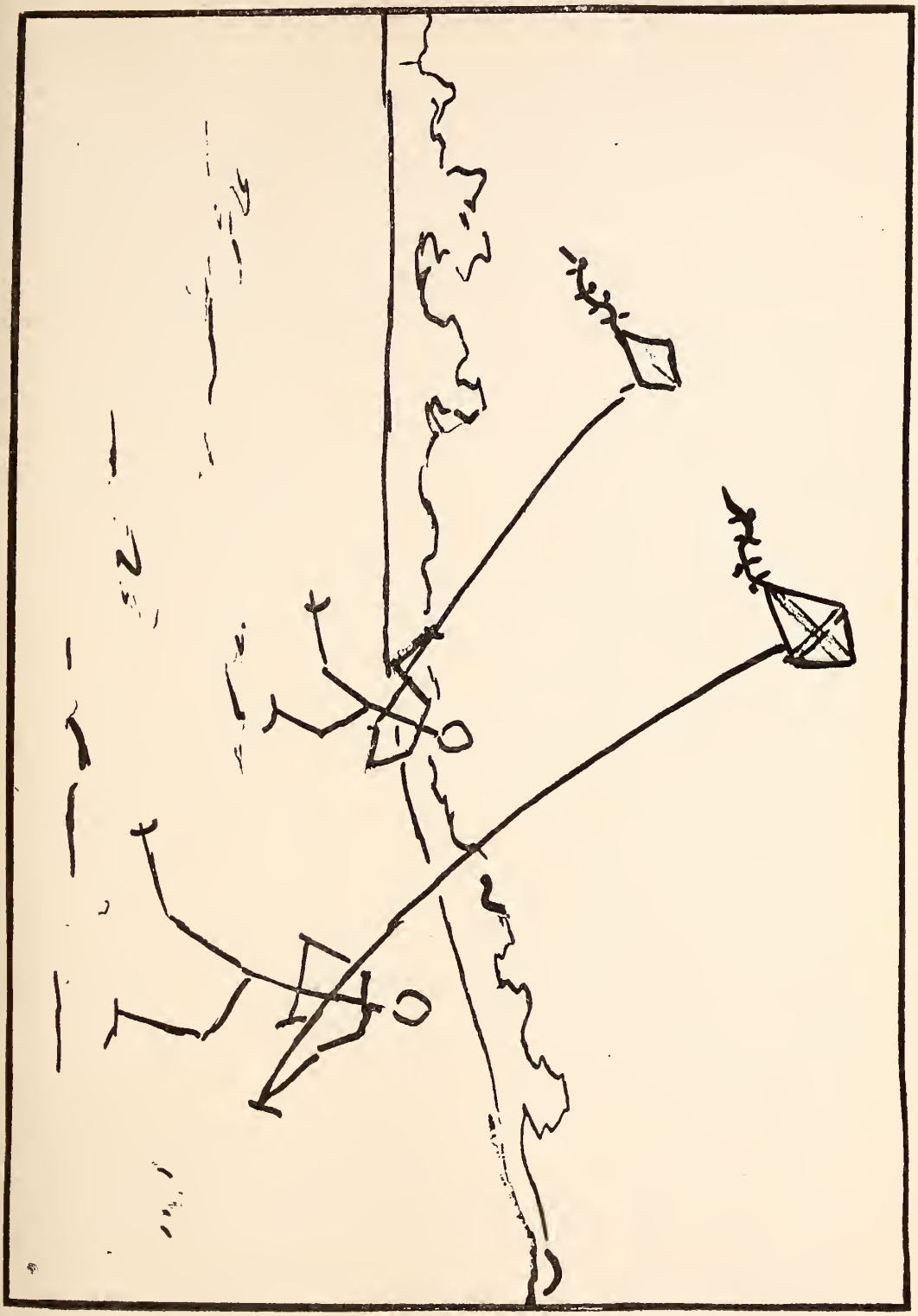
When we talk of the work of the wind we think of many things to make in connection with the subject. A clay windmill with paper fans will delight the children as will the boat with paper sails pasted to



sticks and stuck in the boat while it is damp. The light-house is very attractive painted white with red or green trimmings.

The tub in which to wash the clothes so that the wind may help to dry them, is easily molded. When bands of silver paper are pasted around and wire handles attached, the tub is very realistic.

True glory consists in doing what reserves to be written; in writing what deserves to be read; and in so living as to make the world happier and better for our living in it.—Pliny.



THE WIND

"Oh March that blusters and March that blows,
What color under your footsteps glows!
Beauty you summon from winter's snows,
And you are the pathway that leads to the rose."

In the greater part of our United States wind is the word almost synonymous with March. It is the season when all nature is cleaning house, first it acts as the snow eating winds of Indian legends, then sweeps the fields and streets as if it were cleaning and garnishing for the bride spring. The fleecy white clouds scurry across the sky as if they too would brush away the winter, for in their wake the blue seems clearer and fresher.

"Through the clear sky of March
Blue to the topmost arch."

"I saw you toss the kites on high
And blow the birds about the sky:
And all around I heard you pass,
Like ladies' skirts across the grass.
Oh wind ablowing all day long
O wind that sings so loud a song,
I saw the different things you did,
But always you yourself, you hid.
I felt you push, I heard you call,
I could not see yourself at all.
Oh wind, ablowing all day long
Oh wind that sings so loud a song."

Now allow the children freedom to express the story of the wind just as they have it in mind without direction---afterwards with directions and suggestions make pictures with scissors or with crayon of some of the following subjects:

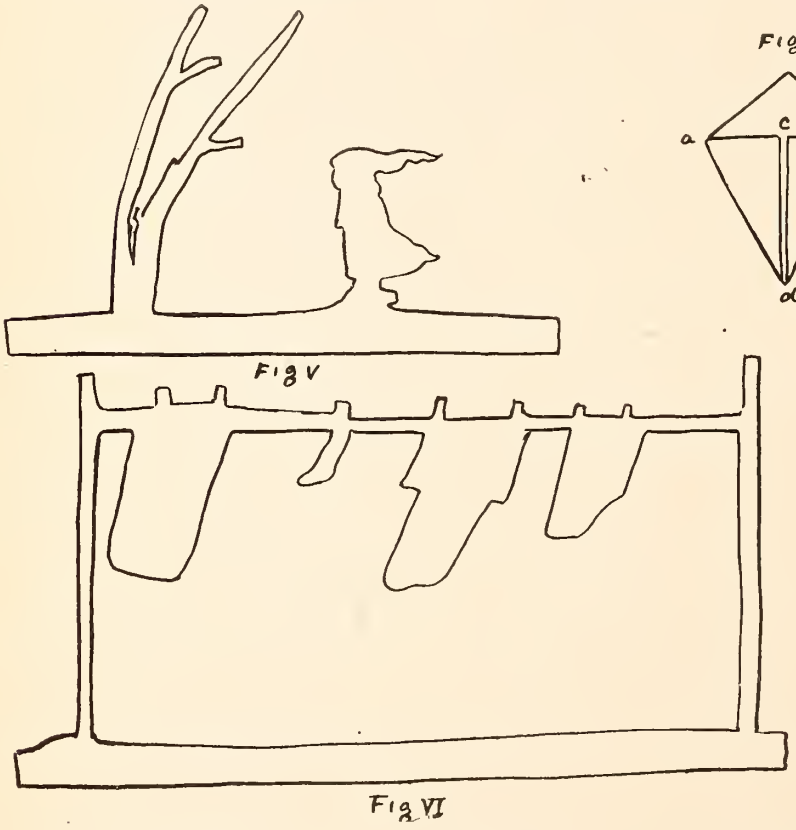
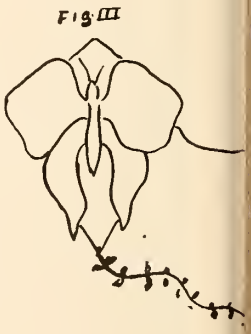


Fig VI





And all living things are awakening. The birds are twittering, the children running hither and thither trying as it were to race with Master Wind.

Windmills whirling, kites flying, and as I have somewhere heard the wind seems to say "The more things I can help to whirl the better satisfied am I."

It is well to bring this life and joy into the school room for by this time all are tired of the prosaic things we must draw in winter. Talk of the things the wind does. This beautiful poem of Robert Louis Stevenson is full of suggestions:

A ladies' dress and veil blowing in the wind. Notic the figure will be slightly bent forward while the dres and veil blow in the opposite direction.

A boy's hat blowing away and of course the boy i full pursuit.

A windy wash day. The clothes on the line blowin in the breezes.

Sail boats at sea, kites flying, and trees swayed b the wind. One day when such a lesson was bein given a child had in his picture several trees bent i one direction while one tree alone slanted the opposit way. When asked how that could be, quick came th

reply: "Oh that one is just getting ready to go over again." Today I saw a boy very happily running up and down street holding a long stick to which was attached a bright flag flapping merrily in the breezes. I thought perhaps this was an idea for a Primary grade teacher. American flags or those of other nations. Then there is a never ending variety of kites. Here are given a few suggestions:

Fold a 12 inch square of rather heavy paper as Fig. I, place a thin slat like stick under the edge a-b, paste the edge to this slat then tie the flying string

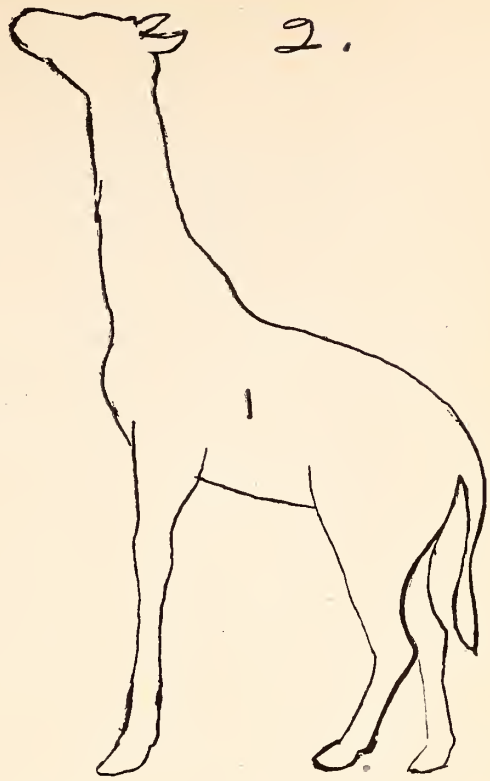


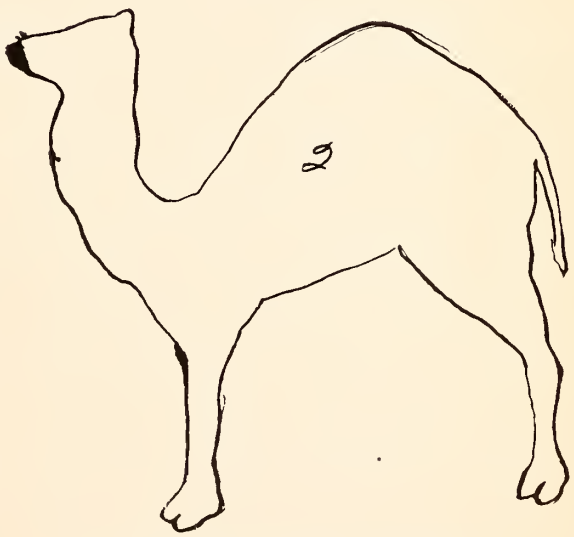


at c. The kite tail at—d—tie a string some 18 inches long, the bits of colored tissue paper at intervals all the way down. A pleasing decoration is to paste strips of colored paper both the length and width of the kite on both sides. Or cut pictures of birds, butterflies or flowers and paste on it. Another kite might be made as above then cut a large butterfly of drawing paper, color with bright crayons and paste the length of the body to the kite the wings extended. Fig. II and III.

Kite flying is a fine opportunity for a lesson to the little ones in perspective. Draw skeleton figures three or four boys flying their kites all running down the street. Will they all be the same size or will the ones away down the street look smaller. Fig. IV. Figs. V and VI a cutting from first grade.

"March is merry
March is mad,
March is gay,
And March is sad."



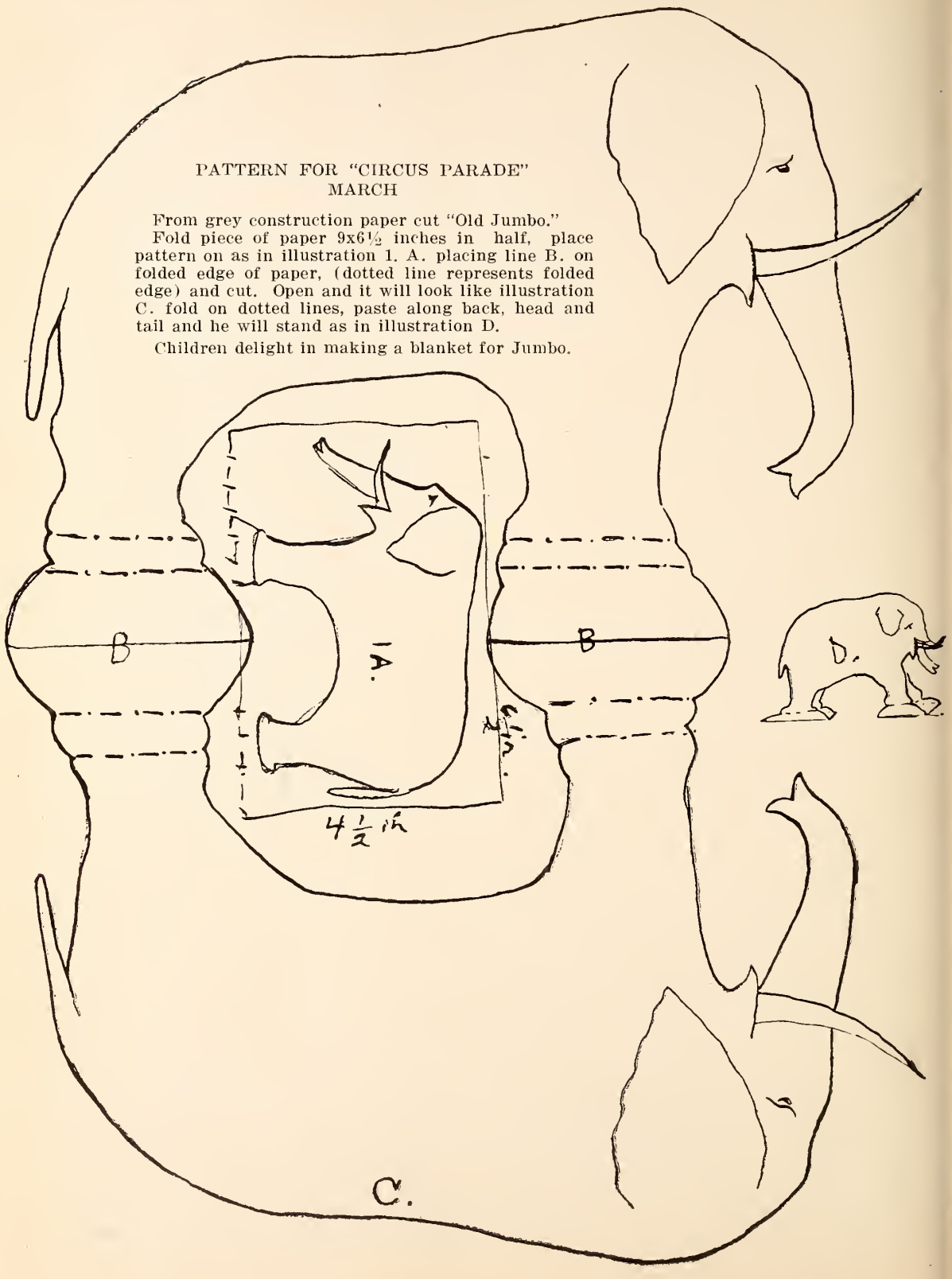


PATTERN FOR "CIRCUS PARADE" MARCH

This giraffe and camel can be made to stand if cut as directed from grey or tan construction paper, measuring 4x12 in. Fold in half across the short length of paper. Place pattern on as in illustration 3. Cut by pattern 1. Open and cut off extra legs "leave only four."

Fold strip running from one foot to the other to form stay or brace for feet. Paste body of figure together leaving legs free.

PATTERN FOR "CIRCUS PARADE"—MARCH



MARCH

F. G. SANDERS, Toronto, Ont.

March gets its name from the Romans, who at one time were so powerful. They called it the first month of their year, and named it after their god of war, whose name was Mars.

March is a stormy, blustering, windy, month. We all know the saying if "March comes in like a lion it will go out like a lamb" and "if it comes in like a lamb it will go out like a lion."

In Sicily March is called "Foolish March" because they say it never knows its own mind, and you never can be sure of it.

In Italy they say "March is nobody's child" for if it rains one day, it snows the next, and it is one day stormy and the next day fine, and so it shows favors to none.

In England they like a dry March, they think it will bring a good harvest, and that is the meaning of the saying "A peck of March dust is worth a king's ransom." At one time such enormous sums were demanded for the ransom of a king, that it was sometimes estimated to be a tenth of the crop.

And so the saying "A wet March makes a sad harvest" is also used in many parts of England.

O March that blusters, and March that blows
What color under your footsteps glows!
Beauty you summon from winter's snows
But you are the pathway that leads to the rose.

"As mad as a March hare."

March is noted for its high winds, which are so useful at this time of the year.

"In March come the March winds;
They blow and blow;
They sweep the brown leaves
That green ones may grow."

The winds seem to wake up the rabbits and hares and make them go scampering through the woods.

The wind breaks off useless branches from the trees, which is Nature's way of pruning; it dries up the roads and gets the fields ready for planting.

Resisting the wind makes the roots of the trees and saplings take a firmer hold on the earth, and so they grow stronger for the wind's rough treatment.

"March winds, and April showers
Bring forth May flowers."

The 21st of March brings us the Spring Equinox, which means equal days and nights all over the world. At the time of the Equinox, the sailors look out for Equinoxial gales, for then March winds blow their hardest.

"March winds, and April sun make the
Clothes white, the maidens dun."



In March some of the birds come back to us from the south, and all the children watch for the first Robin

We go out to the bush to look for the pussy-willows and the catkins.



"And the spring is sure to follow."
"These are pussy-willow days,"

The seventeenth of March is St. Patrick's day. St. Patrick was a missionary who went to Ireland to preach when the people there were in need of help.

When he tried to teach them about the Trinity, they could not understand, so he picked up a shamrock that was growing near by. He showed them the three leaflets in one leaf, and that he said was the way with the Trinity, it was three persons in one, and one in three.

Ever since then the shamrock has been the emblem of Ireland.



The dear little shamrock,
The sweet little shamrock,
The dear little, sweet little
Shamrock of Ireland."

So March with her wind and her storms ushers in the spring.

"Snowy, blowy, wheezy, breezy,
Sweeping up the winter's snow.
Freezing, pleasing, teasing, unceasing
So do the March winds blow.

In blustering March the wild winds blow,
We think of coming spring
The pussy-willow ventures out—
Brave, hardy little thing."

The March winds get into the children's blood and stirs it up, so that they want to scamper about.

The boys make kites and have a good time flying them on the windy days.

"I saw you toss the kites on high
And blow the birds about the sky:
And all around I heard you pass,
Like ladies' skirts across the grass—
O wind, a-blowing all day long,
O wind, that sings so loud a song!"

March is the month to get maple sugar. The men go out to the woods and tap the sugar maple trees. The sap flows out and is caught in a pail. It looks very thin and watery at first, and it does not taste so very sweet. The men then put it into a big kettle, and boil it, and boil it. Then the sap gets thick and sweet, and is called maple syrup. It is boiled longer, and then poured out into pans, and when it hardens we call it maple sugar.

Our country is called the land of the maple.

PAPER CUTTING AND SPRING TOPICS

F. G. Sanders, Toronto, Ont.

"Tramp, tramp, tramp, the boys are marching."

Illustrate by cutting soldiers from black or gray khaki and mounting on gray or blue or some neutral background.



"As wild as a March hare."

Talk about the hares and rabbits.



Read "Alice in Wonderland."

Talk about Easter bunny.

Let children cut bunnies from white and mount them on a dark background. Pink eyes and ears can be made with chalk or crayon.



Try and have some bulbs in your school room; they can be grown in fibre, earth or water and will always prove good subjects for painting; paper cutting or nature study lessons.

"The pure white lilly raised its cap
The crocus to the sky looked up."

Cut crocus from yellow white or purple, leaves green, and mount on gray or use on a booklet cover.

A WELCOME

Clara J. Denton, 832 Wealthy St. S. E., Grand Rapids, Mich.

The March winds are blowing,
Old Winter is going,
Soon birds will be singing
And flowers up-springing,
For March, with his promise, is here.

Dame Nature's house-cleaning,
All dust and dirt gleaning,
The earth she is sweeping
With winds in her keeping,
For March with his trumpet is here.

Stray snow-flakes are flying,
But winter is dying,
Not a tear will be shed,
Skies are blue overhead,
For March with his sunshine is here.

NO. 5. GAME BASED ON THE TWO GATES FROBEL

L. Rountree Smith, (Book Rights Reserved.)

The object of the game is to name animals quickl and bear in mind they should be enclosed inside fence with gates. The children are in a circle. The extend their hands, hold fingers touching to form th gates. They choose a Farmer who stands inside th circle and says,

The gates are open, without a doubt,
Some of my animals will get out.

The children all drop their hands to their sides an the first one to name an animal (as sheep, horse, cow,) runs in and out between the children standir in the circle.

This child becomes the Farmer next time and th game proceeds as before.



"PLOUGHING," FROM PAINTING BY ROSA BONHEUR

STUDY OF A PICTURE—VII

("Ploughing"—Rosa Bonheur.)

MARY E. COTTING.

As the picture which was used in November is placed before the children ask, Does any one remember what we called these animals which draw the cart? Yes, they are oxen; do you remember anything you have ever heard about them? They "do not give us milk;" "they work for their master;" "they are big;" "they walk two by two." At this point present the Bonheur, and inquire, Will someone tell us the name of these animals? Yes, these are oxen and "they are walking two by two." You wonder if they can get away? No, they can't; for though there seems to be no harness there really is one. It's a queer kind called the yoke. It is made of wood and looks like this (illustrate by a drawing, or toy yoke.) The head of each ox slips through an opening and the harnessing is all done. Indicating the group of animals attached to the first plow ask. How many oxen can you count? How many pairs? How do you suppose they are fastened together? There is a streng chain fastened to the middle of each yoke and its end hooks onto the plow. Look carefully at the plow, and then tell us something about it? Yes, "there are wheels and handles." Of what do you think it is made? Yes, iron and wood. Is this plow in anyway like those you have seen? You've "never seen one?" How about those which are used in winter for making paths and plowing a gutter? I thought you would have something to say about plows after all. This "isn't a riding on it" plow to be sure; but it *is* one with handles. Has the man who holds the handles any reins with which to drive? How do the oxen know where to go? Notice the man who is behind the middle pair of oxen; what is he doing? Yes, he is holding a stick "way up high." That long stick is very smooth and straight and is used instead of reins for guiding the oxen. You "guess he hits his oxen hard?" No, he never does that. Oxen aren't cross, lazy beasts, and so the man can guide them by tapping them here and there and talking to them. They understand very quickly what he wishes them to do and obey him. Sometimes when they are pulling as hard as they are in this picture he just talks to them and waves his stick to encourage them.

"Is the one in the middle cross?" No, he is working very hard, and that is the way he holds his head when he is trying to pull especially well. You know that field hasn't been plowed up for ever and ever so long and the earth is very hard and filled with roots of grass and weeds. The farmer wishes to plant wheat now in this great field so he is plowing it and "cross-plowing" too. That is why two plows and so many oxen are being used.

What kind of a day should you think it was? Are there any clouds floating high over the tree-tops? Yes, it seems to be a pleasant day. There is another way beside looking for clouds to help in deciding about the weather. Can't you see the shadows of the oxen and the man who uses the "stick-whip?" Whenever there are shadows that you can see well, you may know that it is a sunshiney day. What will the men and oxen do when the day's work is done? The men will unhook the long chain from the plow and drive the oxen to the watering-trough. After they have had a fine, cool drink they will be put in their places in the barn and given a good supper. The farmer takes the best of care of these great creatures for they serve him well. Sometimes when he isn't going to use them he turns them into that field on the pleasant looking hillside near the trees. It is a fine place for them to rest in.

It is a splendid big farm where these oxen belong in a country a long way from here. The people who live there do not do their work just as it is done in our country. They do not dress as we do, neither do they speak in our language. A wonderful woman who lived in that country, and knew how beautiful it was loved to paint pictures which would show people the places which she had seen. She was very fond of animals, and watched them until she knew how to paint pictures of them so perfectly that we feel when we look at them that they must be alive. Oftentimes she painted a picture of an out-doors place and made some animal pictures in it just as she did in this picture. Always when you see one of these pictures you will notice the animals first and be anxious to know more about them than the rest of the picture just as you have while we have been looking at this one.

After the children have become somewhat familiar with this Bonheur, develop an exercise with Millet's "Sower" as the subject, and help them to make the proper connection between the forms of labor which are represented.

NEW KINDERGARTEN STORIES

THE LITTLE SICK HARE

SUSAN PLESSNER POLLOCK.

In the wood grew many many strawberries; the children were sometimes allowed to go quite a distance over the grass between the trees, in order to pick them, but only as far as a certain spot, to which they well knew the way. They would under any circumstances, not have gone further; in the first place because they were accustomed to being obedient. and in the next place, because they were somewhat timid; they knew that in the wood lived deer with long horns, with which they could hook—as did the cow with her horns; Oh! they would not have liked to meet a deer.

One day, they were both absent and Grandmother sat outside, before the door and kept looking toward the direction from which the children must come on their return. That she did not in the meantime sit there idly, one can well believe, she knit away busily, for she knew the meshes by heart.

There, there they came, the little tots, trudging in and out from among the trees and bushes, but so slowly, so slowly and what were they carrying that was so heavy? They had a basket with a handle, which must hold something really burdensome, each had taken hold with one hand, and they thus held it between them.

"Grandmother! Grandmother!" they called while still distant.

The motherly soul went to meet them, "What are my dear little ones bringing?" she asked.

"As we went into the wood," spoke Herman—

"I had taken my new basket," cried out Gertrude.

"As we went into the wood"— said Herman again.

"Oh! Grandmother, how many strawberries we did find," interrupted Gertrude.

"As we went into the wood"—began Herman again patiently—"

"We have all"— interrupted Gertrude again.

"Ah! do be silent, you chatterbox;" called out the boy at last we must relate. Gertrude gave herself a clap on her little mouth and held it tightly closed with both hands. Herman succeeded at last, in being able to continue his story and render his account of their doings quietly.

"As we went into the wood," said he, "There, at first for a long time, we found nothing—then Oh! that was glorious, as if doll Lizzie's necklace had been broken and the red beads were strewn all about—I counted them, for since I can count 1000 it goes on the same all the time—one,-two,-three,-four,-hundred,-thousand—"

"But do not talk about other things!" called Gertrude, "You yourself are a chatterbox!"

"Yes! yes! that is true" said Herman recollecting himself, "Well, we already had many strawberries, Gertrude in her basket and I in the tin bucket (pail), when we noticed something brown, much larger tha the berries, larger than a mushroom; it was roun and thick and had long, sharp ears—like our Nicks if it had been black, I should have thought Nicks ha run after me. I knew right away it was a little har —'H'sh! said I to Gertrude and Gertrude said also t me 'H'sh!' That brown thing did not move. Wen nearer—Gertrude came too—very softly—then Ge trude stumbled over a root and nearly fell—that mad a racket! but that round thing remained sitting; no I knew it must be a sick hare, for a (healthy)—we hare, had long since jumped up and run away. W poured all the berries together into my bucket (pail and made a bed of moss and leaves in Gertrude' basket and laid the hare on it—and now it is here an we will care for it.

"The poor little animal has surely headache" sai Gertrude, "I have bound my handkerchief about it head."

"Perhaps it has fever," spoke Herman. I have fe his pulse as the doctor did last year when mother wa sick."

"It will not eat anything, poor little hare!" calle Gertrude. "I laid (placed) a strawberry close befo his mouth—it still lies there." The little girl began t cry.

"We will take the best of care of the poor animal, —comforted Grandmother,—"but before everythin else, it must have rest, give me the basket, I will carr it into the house and make there, in a chest, in th storeroom—a nice moss-bed ready—come with m you may look on, but when the little fellow rests i his bed and we have placed food and water by hin that he may eat and drink—we will go away—he like better to be entirely alone."

The children willingly agreed, for they well knev Grandmother understood how to care for the sic and she was fond of all animals. Herman onl brought his Nicks quietly and sat him beside the be of the sick hare, that he might have a playfello when he was well again.

NAUGHTY JACK FROST

EVELYN BROGAN, Box 56, San Antonio, Texas.

One day Mother Nature had had such a terrib time. Of all her many children, without a doub Jack Frost was the naughtiest. Here it was just the beginning of Autumn and Jack wanted to go ar play with the flowers and pretty green leaves and th darling little brooks. Mother Nature knew if sh gave her consent for a tiny minute Jack would nev return until he had kissed all the leaves and flowe and teased all the brooks.

She could not understand why Jack should be naughty because his sister, the Princess Raindrop, w so very good and never went away from home unle she was told, and the Snow Fairy was also ve obedient. Prince Lightning never flashed his sign unless it was absolutely necessary and King Thund her eldest son, only used his hammer and anvil wh Prince Lightning told him.

It was not only that Jack Frost was wilful but he d so many others into mischief. There were his vin sisters the Princesses Hail and Sleet. As sure s Jack was to run away from home they would llow him and do some very naughty things before Mother Nature could get them home again. Then she ould have a very hard time trying to quiet the Earth nd all the beautiful growing things, because they ould be so angry at her and make such unkind re- iarks. "Why couldn't Mother Nature keep Jack t home? Why must he be allowed to run around by imself and spoil all their beauty? For as sure as he id here would come the Princess Hail or King North Vind and chill them so it was almost impossible for ie Sun King to warm them again."

All of these remarks hurt Mother Nature very much ut Jack didn't care. "Ho! Ho!," he cried, "just wait nd see what I'll do to them. I'll freeze their leaves nd nip their buds and wither up their nice green talks."

At last Jack got so naughty that Mother Nature ould do nothing with him, so she told him he could o and play on Earth a little while. With a hop and a kip and a jump he was there. Oh! how all the eautiful flowers began to shake when they saw him oming. He laughed with delight at their shrinking nd called out loudly.

"Hurry up, King North Wind, we're going to have happy time."

King North Wind was only too glad to hear Jack all and he came with a mighty rush. The green eaves squirmed and twisted to keep away from them ut it was no use. For whichever way they turned here was either Jack or the North Wind. Finally ack kissed them all and as they hung silent and shamed he sprang away to where a little brook was inging softly to itself and hurrying over the pretty ebbles. Scurrying here and there thru the clear ater were many bright colored fish. It was a pretty ight but Jack thought he could make it so much rettier.

The little brook would not let him do anything to er if she could help it, but you see Jack was very sly nd so he rushed up boldly and said, "Hello Brook, 'll run a race with you and if you win, I'll go back ome to Mother Nature and never come away again." ow the little brook felt so sure she would win that he took up his dare and away they went. Such a ush the waters made in their hurry to win the race nd such antics did Jack perform, now jumping high n the air, now crouching low and running quietly but uickly by the brook's side. By and by the Brook be- an to tire of the race and then she got slower and lower until at last she was only creeping slowly in he middle, for all along both edges Jack Frost had ut such a thick white covering that the Brook could ot be seen. Soon in the middle there began to come very thin cover which grew thicker and thicker ntil at last the Brook was seen no more and only a faint "gur-gle, gur-gle" could be heard under Jack's thick covering.

Then was he happy, throwing his cap high in the air and jumping up to catch it he laughed and shouted and sang in his glee. "Ho! Ho! Ho- Ho! I won the race, I won the race. I kissed all the leaves and flowers so fair, I nipped their buds, I withered their stalks, come my sisters Princess Sleet and Snow Fairy, come and help me make the Earth pretty. See the leaves that I kissed they're hanging all silent and ashamed in their red and brown coats. Ho! Ho! Ho! Ho!"

The Princess Sleet and the Snow Fairy heard Jack calling and they came quickly.

Soon all the Earth was covered with a beautiful dress of white onto which the Princess Sleet put her brilliant trimmings that glittered and sparkled like millions of stars in the bright sunshine. And all the flowers and grasses wore such brilliant dresses that the Snow Fairy and the Princess Sleet had given them. It was a beautiful sight. But while these two had been so busy, where was Jack Frost? Oh, he wasn't idle for every door and window pane was covered such a beautiful painting that only Jack Frost could draw of trees and mountains and rivers all glittering and glistening and white.

Now such a party as Jack and his sisters, the Princess Sleet and the Snow Fairy, held and how King North Wind joined in the dance and made such a beautiful low moaning music.

Now the Sun King was watching all this rejoicing and as he did not like Jack Frost one bit he made up his mind he would send him home. So he called out loudly, "Don't be so happy, Jack Frost, for remember I am here. I'll soon spoil your pictures, I'll soon free the brook and have all the leaves and flowers green again. Just watch me." And he began to shine so hotly that the Snow Fairy and the Princess Sleet felt they would surely die. They called to Jack Frost to help them but he was looking so droopy himself that he could do nothing for them.

"Ho! Ho!" laughed the Sun King. "Ho! Ho! Who says 'Ho! Ho!' now? 'Tis I, the mighty Sun King, the enemy of Jack Frost." The Sun King sent his rays down so fiercely that the poor Princess and Snow Fairy called loudly for Mother Nature to help them, but poor Jack hung his head for shame and was sorry he had been so naughty and forced Mother Nature to let him come.

Now Mother Nature loved her children dearly, even naughty Jack Frost, so when she saw him so sad and sorry looking and heard the pitiful cries for help from her little daughters and the Sun King laughing and making fun of Jack, she went to their help. She immediately ordered the Clouds to cover up the Sun King and told the Princess Raindrop to hurry to Earth and protect her sisters.

When Jack saw the Sun King go away and the Princess Raindrop come he was so ashamed of his naughtiness that straightway he ran home and told Mother Nature he would never be naughty again but

always wait until she told him it was time to go to Earth. Then Mother Nature put her hand on Jack's head and kissed him, telling him he was forgiven. Jack now felt so happy that he began to tell Mother Nature how angry the leaves were when he and the North Wind played with them and how finally he succeeded in kissing them all and then of the lovely race he had with the brook and of his winning. Mother Nature listened, smiling and just as Jack finished here came in the Princess Raindrop. She went over to Mother Nature and kissed her like a good child, then told her what Earth said, to "thank her for the lovely rain as it made them all feel so much better, but *please* keep Jack Frost home, at least, until November.

THE VISION AND THE TASK

Under the above title there appeared in The Outlook, several years ago, an article, the sum and substance of which was that the vision without the task makes the sentimentalist, and the task without the vision the drudge. Often and often since then the truth of this saying has come home to me with vital significance, and never more so than during the last month, when, as Field Secretary, I have found mother after mother "too busy" to give a little time and thought to the higher development of her children. This not from indifference, for one is never indifferent to that for which one risks one's life; but usually from a loss of perspective, of that sense of values which helps one to keep the balance in life, and probably there is no class of workers for whom this is so difficult as for the mother in the complexity of home life, beset, as she is, with constant demands of an insistent and often seemingly trivial nature. The *task* is so in evidence that the *vision* is lost sight of; the mother becomes a "Martha," a drudge and forgets that she has the right to time and rest sufficient to keep the "Mary" side of her nature uppermost. "Without the vision, the people perish," and this is essentially true of home life; without the vision there can be no home atmosphere, and for this the mother is chiefly responsible, as we women know to our sorrow and to our pride.

So I go my rounds, inexpressibly glad when I find a mother with her vision clear, inexpressibly sad when confronted with the mother drudge, dragged and worried, and barren of that higher nurture which her children need most of all.

Whether the vision comes to us through books, through art, through nature or through people depends largely upon our individual responsiveness to these various revelations; but whichever way it comes, it gives the life that sets the heart singing at the task, and a clearer understanding of the Master's words: "Come unto Me all ye that labor and are heavy laden, and I will give you rest. Take My yoke upon you, and learn of Me, * * * * and ye shall find rest unto your souls."

—Elizabeth Jenkins in Child Life.

NO. 2. A GAME IN EAR TRAINING, ALSO BASED ON THE CUCKOO

The children are in a circle. They close their eyes put one hand over eyes, and must not peep. The teacher taps one child and he runs round the circle saying, "Cuckoo, Cuckoo." The first child to guess who it is, calls out his name, and may next take the place of the teacher in tapping a child gently to be come the next Cuckoo.

NO. 3. GAME BASED ON THE FLOWER BASKET. FROEBEL. GAME TO TEACH NAMES OF FLOWERS AND ACT OF GIVING

By L. Rountree Smith, (Book Rights Reserved.)

The children choose a Gardner who must gather flowers to give away. He skips about inside the circle. The children hold their hands together, fingers held, to make hemispherical hollow.

They sing, *Tune—"Twinkle Little Star."*

All the flowers bloom again,
In the woodland, field and glen,
All the flowers are so sweet,
And they blossom at our feet.

The Gardner runs round the ring and says, "I give you roses" (or any flower he likes.) He pretends to drop a flower in each little "basket" formed by the hands.

The last child he goes to, changes places with him.

If at any time the Gardner cannot think of the name of a flower he goes out of the game and a new Gardner is chosen. The game may be proceeded by a short drill on the names of flowers and may be played out doors.

NO. 4. GAME BASED ON THE WEATHER VANE. FROEBEL. A WIND GAME. TO BE PLAYED ON A WINDY DAY.

L. Rountree Smith, (Book Rights Reserved.)

The children are in a circle. They choose the Wind who blows through a megaphone and gives them names relating to the weather as, rain, sun, dew, hail, frost, fog, etc. They all wave the right hand to and fro, to imitate the Weather Vane and sing. Tune, "*Yankle Doodle.*"

I.

Oh see the Weather Vanes on high,
We do not quite know whether
The sun is going to shine again,
Or we'll have stormy weather.

Chorus.

Ha, ha, ha, turn round about, (whirl)
Hear the March wind singing,
Ha, ha, ha, the secret's out,
Merry spring I'm bringing.

The Wind now calls, "It is time for the sun and rain to change places, "The children given these names change places. Next he may say rapidly "dew and frost, sun and fog," etc., The children changing places rapidly.

When the Wind says, "I see a cyclone coming, they all run to their seats and the game is ended.

HINTS AND SUGGESTIONS FOR RURAL TEACHERS

CONDUCTED BY GRACE DOW

DEAR RURAL TEACHER.—In undertaking this department I trust that my somewhat extended experience in rural schools and my subsequent normal training and city school work may assist me in making it practically helpful to you in your work with the little children. I understand the tremendous tax upon the time of any rural teacher who is trying to do good work, the wide range of studies, the constant temptation to neglect the little ones for the apparently more pressing need of the older classes and the lack of equipment necessary for the best work. My hope is to assist you to secure better results with the small children, and I shall unhesitatingly recommend the intelligent use of kindergarten material as likely to produce the best results with least expenditure of time. How to use this material, what to select, what substitutes, etc., will be discussed from month to month in these columns.

MARCH 1916

"Like the winds of the sea are the ways of fate;
As we journey along through life
'Tis the act of a soul
That decides its goal,
And not the calm or the strife."

THE INSTINCT OF ACTIVITY.

Children are always as we say, "on the move," and th the beginning of sunny weather this condition ll be more noticeable, and unless this unusual tivity can be guided into proper channels becomes ry annoying to teachers.

Children as well as older people have the feeling at they must be out-of-doors, inside life seems like prison to the active instincts.

The needs of the body must be provided for, not erely for the sake of the body itself, but also for e sake of the mind, it being impossible for the mind work effectively if the body is not at ease.

Young children should frequently vary their atti-de in the course of a single lesson, and even older ildren will sometimes need a safety-valve for letting their superfluous muscular energy.

Find something in every lesson if possible for the pils *to do.* In most of the work of the little folks e hands will be occupied, but even in the work of e kindergarten a choice of work may be given dur-g the spring months that furnishes the greatest nount of activity.

In the reading work place words upon the board, king different pupils to point to certain words when aming them, also point to the sentence while reading Pupils may be asked to draw quickly on the board paper something to represent the word.

When unusually restless a few drills may be given, throwing up their hands to illustrate birds flying, by swinging their hands to represent the farmer wing his seed, or a forward movement as in push-g the plow, and a variety of others similar to these.

BUSY WORK.

Paper cutting and clay modeling will be most bene-cial at this season as they seem to bring into use ore muscles of fingers and arm, and even in many rms the body also.

The cuttings appropriate for the month may be arbles, kites, chicken coops, rabbits, spade, hoe, ake, chickens, sap pails and a variety of similar ob-cts.

The children enjoy silhouette work, and it will be ell to vary the work by having some of the cuttings black paper, these to be mounted upon white paper; thers may be white and mounted upon black.

Clay modeling—The smallest children will enjoy rolling balls or eggs or marbles, and the older children may model nuts, fruits, animals, furniture, and dishes.

Plaques may be made of different shapes and sizes and on them leaves may be impressed, borders around these may be made by stamping with blocks or rings. These may be baked, and then painted in a variety of colors.

The sand pile may be used in connection with the modeling. If a real sand-table for inside work is not provided very good results may be obtained by using the sand on any board, one painted blue will be preferable. Allow the children to work outside as soon as the weather will permit.

A WORD GAME.

Write all the familiar words upon small slips of paper, and paste upon marbles. Let the children hide them in every conceivable place in the room. Call the class to the front of the room, and at the tap of the bell the search is to begin. At a given signal all are to return with the number they have found. If they are able to give the words correctly, the marbles are to be theirs. Nuts may be used in country schools where it is not convenient to procure cheap marbles.

GLIMPSES OF SPRING.

The March calendar should be placed on the blackboard in the usual manner.

The following questions may be placed near it, numbered in different colored crayon, and when answered correctly check with same color the correct date.

1. The first day of spring — —
2. The first robin seen — —
3. The first pussy willow — —
4. The first dandelion — —
5. The first spring shower — —
6. The first crocus — —
7. The first wild flower — —

Others may be added if space permits.

They may seem unimportant, but they prove interesting, and teach the children to be observing.

"Buttercups and daisies,
Oh, the pretty flowers;
Coming ere the springtime,
To tell of sunny hours.
While the trees are leafless,
While the fields are bare,
Buttercups and daisies
Spring up here and there."

BOOK NOTES

THE GENTLEST GIANT (and Other Pleasant Persons), By Anna Bird Stewart, illustrated by Dugald Stewart Walker. Boards, 144 pages. The Wayne Publishing Co., 153 W. 44th St., New York. Price $1.00 prepaid.

These "Poems from the enchanting realm of when we were little" as we read on the title page, are delightful reminders of how one felt and thought in the golden age of childhood. The subjects of these hundred or more verses are many and varied, being classified under the headings, "The Estates of Make-Believe, Thought Land, The Wonder Country, Out-of-Door Territory, and Growing-Up Region, with each section introduced by a fine little prelude, as,

"They take the barrier between Boy
And little Boy, in just one leap.
Their Fathers hail the day with joy.
But Mothers turn away, and weep.

The child's wondering questions, his quaint fancies, and sense of fun, are expressed with a spontaneity that appeals as much to the adult as to the younger folk and show that the author is within easy distance still of the spiritland of the child.

Here is a bit of philosophy in a few words.

"It's easy to be happy, if
You smile and never fret
But always like the things you've got
And want what you can get."

Another runs in part,

"To be afraid of goblins is
A very silly fright,
Or ghosts, or barking dogs, or dark,
Or thunder in the night.

"I'll not be stupid, no, nor fear
A single thing that's made.
The only thing I'm scared of is
Sometime I'll be afraid."

While in another poem the child notes that in the country "in the middle of the silence. The country sounds are heard, and "that in the city,

"They will have a little quiet
Right in the midst of sound."

There is just one poem to which we take exception. It is not edifying to think of stars being "lightning bugs," "God pinches same as me."

No one seems to understand fairies or to depict them so sympathetically, as does Mr. Walker. Some of his little beings radiate rollicking fun; others are dainty, graceful, delicate. Pigs, beetles, butterflies, cherubs, gnomes, and mischievous baby crows, all bespeak a skilled pencil guided by an original and naive fancy. We cease however, to wonder at the fertility of the artist's imagination, when we see the verses and picture entitled "The Artist," for here we learn that the merit lies in the pencil and not the man. Numerous little acrobatic figures are seen diving down through the pencil to come out at the other end, until alas, the pencil breaks!

Poet and artists and publisher have cooperated so perfectly that the result is a charming, entertaining book, from which kindergartners and other teachers can glean little verses for their children to learn.

BOOKS RECEIVED

THE SOUL OF AMERICA, By Stanton Coit, $2.00 net. Macmillan Co.
To be reviewed later.

DAILY ENGLISH LESSONS, By Willis H. Wilcox. J. B. Lippincott Co.

THE DAILY SPELLER, By M. L. Bartlett. First and second grades. J. B. Lippincott Co.

LIPPINCOTT'S PRACTICAL PRIMARY ARITHMETIC, By Bruff, Hayden and Watkins. First and second books. J. B. Lippincott Co.

The booklet, "How to Apply for a School and Secure Promotion, with Laws of Certification of Teachers of all the States," is published by The Rocky Mountain Teachers' Agency, 327 Empire Building, Denver, Colorado.

This booklet has been prepared by experienced school men. It gives much valuable information on many different subjects in which teachers are deeply interested, especially those who are seeking positions. It has been highly commended by institute instructors, normal school instructors and superintendents.

This booklet is free to members of the Agency or will be sent for fifty cents in stamps.

The teachers of Chicago and of a much wider circle were thrown into mourning when they learned that Miss Catherine Goggin, their much beloved, judge, counselor and friend, had been killed almost instantly, on the evening of Jan. 4, by a huge automobile truck. Miss Goggin was one of the founders of the Teachers' Federation of Chicago; for 23 years worked in behalf of the teachers of her city, and with Miss Haley, won the famous tax suits against the public service corporations, which brought much back taxation money into the city treasury, and to the schools.

For a hundred years, with Europe fully armed and strong, we have been safe. Now, with Europe locked in a deadly embrace and bleeding to death, we are called upon to fear its invasion of our shores.—Henry Ford.

YOUNGSTOWN, OHIO

Miss Netta Faris of Cleveland, Ohio, spoke before the Women's Club League, upon child culture and the kindergarten, February 9th.

RICHMOND, VA.

The Richmond Kindergarten Association held a very profitable tag day sale, Feb. 14.

Kites rise against, not with the ind.—No man ever worked his assage anywhere in a dead calm. -John Neal.

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LABORATORIES OF CITIZENSHIP

There are three million people in the United States who neither speak nor understand the English language, who have taken up their permanent residence here, but still owe allegiance to the old world monarchs," said Raymond F. Crist, deputy commissioner of naturalization of United States, before N. E. A. delegates in the Statler, Thursday afternoon.

"These people move about faster than the mails in the big cities, their mode of life and thought is foreign, and it is only through education for adults that we can mold them into American life and customs and consolidate our citizenship," he continued.

"The schools should be laboratories of citizenship before which the public officials would appear and explain the workings of the government.

"In some states, in spite of the fact that there are 13,000,000 foreigners in the country who are not citizens there are laws preventing the use of funds for the education of adults.

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The child is filled with the joy of life during this period, and the break into formal education that restricts should be made after that time. The aim and method of the kindergarten and primary grades should be the same, and the teachers have the same training. Forget all about traditions and theories, and begin with a study of the child."—Excerpt from address by Will Chambers, dean of the School of Education, Pittsburg, Pa., at N. E. A. meeting, Detroit.

Men sitting around a table, not men dying in a trench, finally settle the war problems anyhow.

The more anyone speaks of himself the less he likes to hear another talked of.—Lavater.

As surely as God is good so surely there is no such thing as necessary evil.—Southey.



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ANNUAL MEETING OF THE NEW YORK KINDERGARTEN ASSOCIATION

The New York Kindergarten Association held its twenty-fifth annual meeting in the association building on January 18, Kate Douglas Wiggin (Mrs. George C. Riggs) presiding. The secretary, Rev. James M. Bruce, read a letter from the president, Mr. Hamilton W. Mabie, regretting his inability to be present owing to illness and giving a tribute to the late Frank H. Dodd, chairman of the Finance Committee, also stating that the kindergartens were never so much needed as now. After the election of officers, Mrs. Riggs spoke on phases of the association's work during the past twenty-five years to its present organization, with its kindergartens ministering to the immigrant classes and its training school and department of graduate study furnishing opportunity and presenting standards of the highest educational value. Mrs. Riggs declared that the kindergartens of this association were more needed than ever as exponents of standard kindergarten work since the New York City Board of Education had for reasons of economy organized the public school kindergartens so that one kindergartner without assistance was assigned to two sessions a day and made responsible for seventy children, stating the reasons why such a plan was not good for teacher or child.

Mrs. Riggs then introduced Miss Marie L. Shedlock of London as the inimitable story teller, advising all to procure her book on The Art of Story Telling. Miss Shedlock's subject was "What Story Telling can do for Children" and she gave a most valuable and interesting address making a plea for the fairy story and myth as the right of children through the ages, and affirming that in with-holding these stories of the imagination the child was robbed of one of his most precious possessions. Miss Shedlock then related the stories of "The Timid Little Hare," "A Light Story," and one about "The Imprisoned Nixie," with consummate art and to the great enjoyment and appreciation of the large audience.

—Mary E. Purdue.

I do not indorse preparedness militarism. The public school the best instrument of prepar ness Not on greater armies a navies, bt on a more universal e cation of our children rests future of our great democracy. are not educating all of the peo and until we do, the future of republic is not assured—Gover Brumbaugh, of Pennsylvania.

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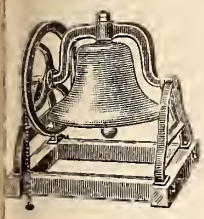
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The pride of dying rich raises he loudest laugh in hell.——Jn Foster.

Had we not faults of our own, we should take less pleasure in complaining of others.—Fenelon.



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I feel that if this militaristic burden is assumed by the country, the United States within 10 years will be in turmoil, its industries paralyzed, and its men, instead of being at work in peaceful industry, will be dying in trenches. And I feel, too, that these men will not be dying to defend their country as we are now being told, but will perish in the conquest of other men who have a right to live in happiness and peace.—Henry Ford.

Next in importance to freedom and justice is popular education, without which neither justice nor freedom can be permanently maintained.—Garfield.

The greater the difficulty, the more glory in surmounting it.—Skillful pilots gain their reputation from storms and tempests.—Epicurus.

A man should never be ashamed to own he has been in the wrong, which is but saying, in other words, that he is wiser today than he was yesterday.—Pope.

Little, vicious minds abound with anger and revenge, and are incapable of feeling the pleasure of forgiving their enemies.—Chesterfield.

The wise, for cure, on exercise depend.—Better to hunt in fields for health unbought, than fee the doctor for a nauseous draught.

That is a choice friend who conceals our faults from the view of others, and discovers them to our own.—Secker.

We often pretend to fear what we really despise, and more often to despise what we really fear.—Colton.

Cultivate forbearance till your heart yields a fine crop of it. Pray for a short memory as to all unkindnesses.—Spurgeon.

Sometimes a noble failure serves the world as faithfully as a distinguished success.—Dowden.

Human life is more governed by fortune than by reason.—Hume.

Despotism may govern without faith, but Liberty cannot.—De Tocqueville.

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THIS list of Teachers' Agencies is published for the benefit of our subscribers. It includes only those who claim to be abl to secure positions for Kindergartners or Primary Teachers. We advise those in need of positions to write one or mor of these agencies for particulars. Even though now employed you may be able to secure a position in a larger or better schoo

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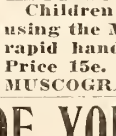
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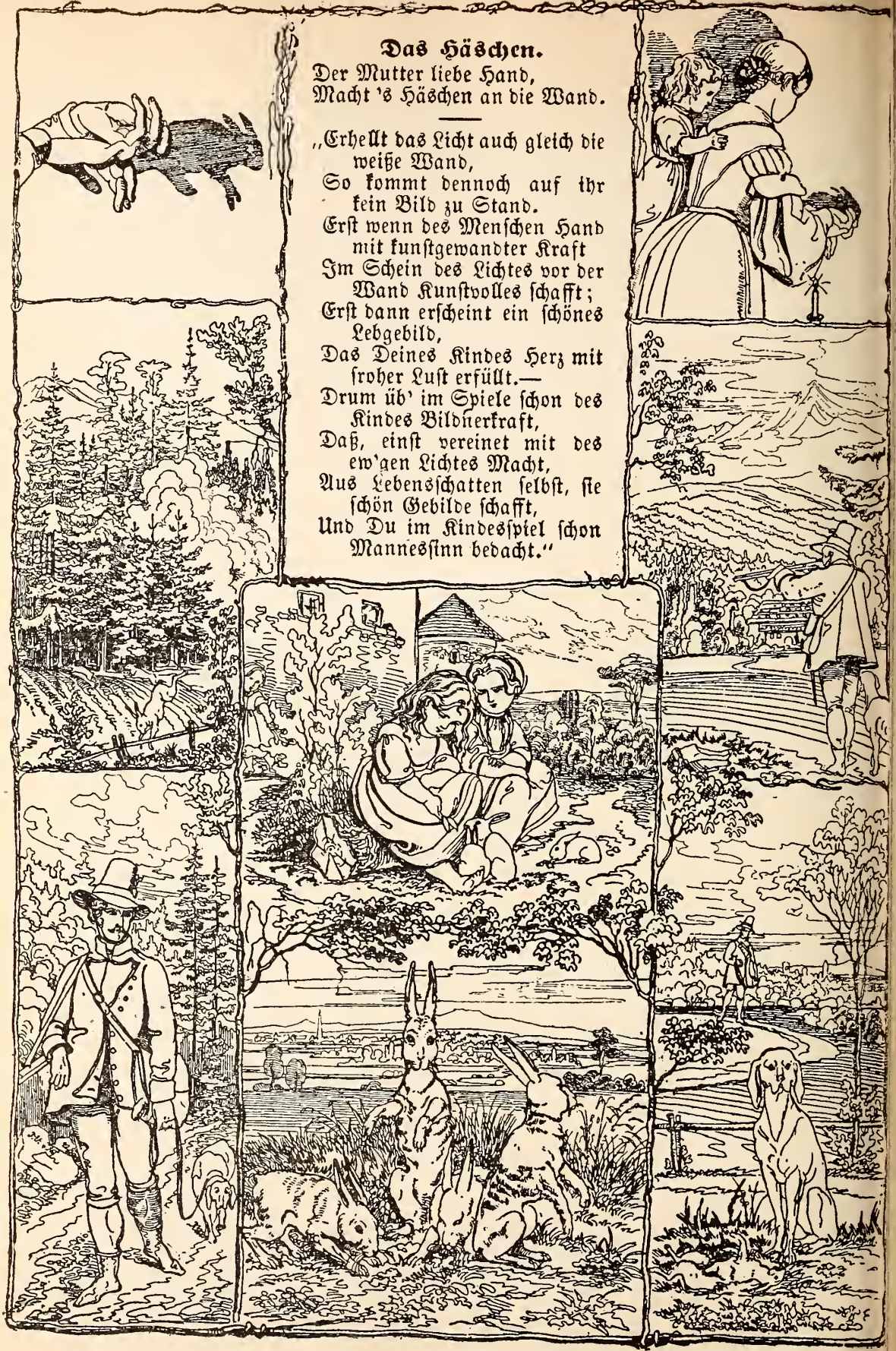
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THE KINDERGARTEN
PRIMARY
MAGAZINE



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J. H. SHULTS, MANAGER.

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THE INTERNATIONAL KINDERGARTEN UNION

TWENTY-THIRD ANNUAL CONVENTION AT CLEVELAND MAY 1--5

The Union holds its annual convention in Cleveland by invitation of the mayor of Cleveland, Chamber of Commerce, Board of Education and Superintendent of Schools, Western Reserve University, Cleveland Day Nursery and Free Kindergarten Association, and Cleveland Kindergarten Training School Alumnae Association.

LOCAL COMMITTEE

Headquarters—Miss Margaret A. Trace, Miss Emily B. Anthony.

Accommodations—Miss Edith Gibbons, Miss Mary Scott Thayer.

Places of Meeting and Program—Miss Maude DeForest, Miss Edith C. Runciman.

Hospitality—Mrs. Homer H. Johnson, Mrs. Ethel B. Gamby, Miss Lucia H. Sanderson.

Transportation—Mrs. Chas. Wason, Miss Pearl Johnson.

Badges and Decorations—Mrs. P. A. Beach, Miss Jessie LaSalle.

Music—Miss Anna Goedhart, Miss Sarah E. Palmer.

Exhibit—Miss Evangeline Bishop, Miss Cora C. Chamberlin.

Press and Printing—Mrs. Nelson Amsden, Miss Maude A. Eggleston.

Finance—Miss Mary C. Frederick, Miss Susan B. Ludlow.

Credentials and Elections—Miss Anna C. Stevens, Miss Harriet D. Rockwell, Miss May Morley Warren.

Advisory Committee—Supt. M. H. Frederick, Mrs. M. E. Rawson.

PRELIMINARY PROGRAM

Twenty-third Annual Convention of the International Kindergarten Union, Cleveland, Ohio, May 1 to 5, 1916

PLACES OF MEETING

Hotel Statler, Euclid Avenue and East 12th street.

Cleveland Kindergarten Training School, 2050 East 96th street.

Chamber of Commerce.

First Methodist church, Euclid Avenue and 30th street.

Gray's Armory.

Normal School.

Amasa Stone Chapel, Euclid Avenue.

MONDAY, MAY 1

Hotel Statler.

9.30 a. m. Executive Board Meeting.

3 p. m. Executive Board Meeting.

8 p. m. Informal Conference: Committee of Nineteen, Bureau of Education Committee, and Training Teachers and Supervisors.

TUESDAY, MAY 2

9 to 11.45 a. m. Kindergartens open to visitors.

2.30 p. m. Lattice Room, Hotel Statler.
Conference of Training Teachers and Supervisors.
Topic: "The Relation of Special Supervisors to the Supervisor of Kindergartens and to the Kindergarten Teachers."
Chairman: Miss Helen Gordon, Head of Kindergarten Department, Normal School, Washington, D. C.

2.30 p. m. Cleveland Kindergarten Training School.
Conference of Directors and Assistants.
Topic: "Kindergarten Supervision from the Standpoint of the Supervisor."
Chairman: Miss Lillian Stone, Principal of Kindergarten Training School, Cincinnati, Ohio.

8 p. m. Chamber of Commerce.
Address of Welcome and Response.
Address: "The Wisdom of Life and the Child's Experiences." Dr. Henry Neumann, Ethical Culture Society, Brooklyn, N. Y.
Address: Subject and speaker to be announced.

WEDNESDAY, MAY 3

9 a. m. First Methodist Church.

DELEGATES' DAY

Assembly and March.
Resume of Work in the Field.
Appointment of Committees.

2 p. m. Gray's Armory.
Play-festival: Children of the Cleveland Day Nursery and Free Kindergarten Association kindergartens.
Address on "Play." Speaker to be announced.

8 p. m. Ballroom, Hotel Statler.
Reception to delegates and visitors.

THURSDAY, MAY 4

9.30 a. m. (Place of meeting to be announced.)
Business Session.
Resume of Work in the Union.
Address: "The Mother, the Child, the Kindergartner." Miss Ellen C. Lombard, Secretary Home Education Division, U. S. Bureau of Education.
P. M. Luncheon and trip to Warrensville.

8 p. m. Hotel Statler.
Topic: "Suggestive Experiments in Education."
1. (To be announced.)
2. The Experiment at Fairhope, Alabama. Mrs. Marietta Johnson.
3. The School of Childhood at the University of Pittsburgh. Speaker to be announced.
"The Relation of these Experiments to the Kindergarten." Speaker to be announced.

FRIDAY, MAY 5

9.30 a. m. Normal School.
Resume of Work in the Union (concluded.)
Round Table: General Principles Underlying a Kindergarten Course of Study (program.)
Leader: Miss Patty S. Hill, Teachers College, Columbia University, New York City.
Other speakers to be announced.
Luncheon.

2.30 p. m. Amasa Stone Chapel.
Presentation of Officers.
"The Kindergarten." ?
1. "It's Drawbacks." Speaker to be announced.
2. "Its Opportunities." Speaker to be announced.
3. "The Forward Vision." Speaker to be announced.

ACCOMMODATIONS IN CLEVELAND

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Miss Edith N. Gibbons, 11432 Mayfield Road, Cleveland, Ohio.

Miss Mary Scott Thayer, 2025 East 100th Street, Cleveland, Ohio.

AFFILIATIONS OF J. K. U.

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National Congress of Mothers.
General Federation of Women's Clubs.
National Council of Women.

BETTY AND BOBBY

Satella Jaques Penman, San Diego, Calif.

It hurt me awful when he hit me,
Because me told him he was rude,
To kick the little dog that bit me,
When we were feedin' it some food.

He was so hungry, how could he know
He had my finger with the meat?
Wy! Where he bit it it doesn't show!
But 'twasn't nice for Bob to treat.

A lost and hungry bony puppy,
As if just ugly made him bite.
"You're awful rude!" Me said real huffy;
"A toad would know you did not right!"

Then me he hitted right on my face,
And turned and ran away real fast,
And left me alone right in a place,
Where all would see me cry who passed.

Hit back? Oh no me didn't! 'Cause why?
You said that's what bad makes us do.
Yes muzzer, 'o course 'twould made him cry,
'Cause he'd 'a' been so hurted too.

Wy no, me must not hurt my brother,
For just because he hitted me.
I 'membered too, you said 'twas better,
Just one was hurt than two should be.

A big boy stopped and gave me candy,
And said, "Don't cry, dear little kid."
And doggie whined a little, and he
Wiped my tears with his tongue, he did.

'Cause me said toad! Did that hurt badder
Than hit hurts do? Then me was bad.
Yes we'll kiss Bob, so he'll be gladder,
If that will cure his feelin' mad.

CLOSER RELATIONS BETWEEN THE KINDERGARTEN AND THE GRADES

MILTON C. POTTER, Superintendent of Schools, Milwaukee, Wisconsin.

Too long have the kindergarten and the first grade been separated—a difference of ideals, of caste almost, has prevailed. In one the child has dreamed and played, sipped his honey from the flowers of the garden, built his little castles in the sand, pictured his little world and had a taste of everything. In the other he has 'got down to business.'

The adjustment between them is not so simple as it may seem. It is vital and necessary, but it will require much in the way of education of teachers, supervisors and the public.

The kindergarten recognizes the marvelous activity of a little creature who has wriggled and squirmed, giggled and laughed, clapped and patted, crept and walked, trotted and tumbled about all his happy life. The good kindergarten teacher realizes that it is one of her functions to so direct this life and vim as to make it valuable in the acquiring of new experiences.

The atmosphere is such as to banish difficulties from the nervous and self-conscious, to arouse interest in the dull and unready, and to curb judiciously the spoiled baby whose foolishly fond mother has allowed him to rule his little world. It makes of him a little citizen. It binds these other little strangers into a community of interest.

Now let us think for a moment of a good first grade teacher. What must she be capable of imparting to this group of little six year olds in this one year?

The little tots want real work, as they think and say. They are seated in rows of rigid seats, facing a new teacher, a blackboard, and the necessity of learning to read. They sing one or two songs they had in kindergarten, but without a piano and the helping voices of their teachers; it is but a sorry attempt. They have five hours a day instead of three.

The child has little ability to concentrate, almost no freedom of movement, few opportunities for self-expression, and very little hand work that can be done without direction and proper supervision. Then they must be taught to read and write and spell and think they are playing. For early she has learned that only through the play impulse does the child gain his valuable and worth while experiences. The work must be within the child's power, yet not so simple that he scorns it.

There must be a change in the attitude of teachers themselves. Every kindergartner should have the training and grade experience in her practice work to fit her for primary work also, and every primary teacher should have the essential features of the course for kindergartens.

Teachers feel, however justly, that kindergarten girls are of the butterfly type, girls who could not qualify for the more difficult courses, or who pride themselves on being different, and in a class by themselves. The kindergarten girl sometimes feels superior, set out from the rank and file, and exempt from many laws which bind other teachers.

There are real grounds for criticism on both sides, but the primary and the kindergarten teachers themselves must solve this problem. Let them have more nearly the same training. Let them have their meetings in common, and let them exchange work occasionally.

The primary teacher has many things to learn from the kindergartner, and in the primary the wise kindergartner learns that infantile liberty may easily become childish license, that slow, steady plodding may be pleasurable, too, that obedience to law and order and the submission of self to the common good are increasingly valuable lessons.

What can school boards and school men do? They can modify a little the rigid requirements of the first grade and leave some time and opportunity for the pleasant and the unplanned. They can make the furnishing and equipment of the kindergarten and the primary room a little nearly alike. They can give the primary a piano, when at all possible, some little chairs and tables, surely making the room more attractive and homelike, or helping at least. They can wisely interchange teachers from one to the other, when the training for each has been adequate. And they will do these things in and when kindergarten and primary teachers come to realize their common ideals and golden opportunities.—Excerpt from address at N. E. A. Detroit.

KINDERGARTEN LECTURE COURSE

The Denver district of the Colorado Congress of Mothers has opened its third course of lectures in mothercraft. The subject of this series of talks was the "Kindergarten and the Home." It was arranged after conference with Miss Grace Parsons, supervisor of the city kindergartens, and its instruction be especially adapted to young mothers who wish to teach their little ones constructive play.

SAGINAW, MICH.

A request that the east side board of education take over the management and maintainance of the First ward kindergarten was the chief feature of the meeting of the board of education March 15. A number of the members of the First Ward Mothers' club and the Edelweiss club were present to urge the granting of their request. "Also that the board take charge of the "cracker fund" work which has been carried on by the federation for the past three years.

NEWARK, N. J.

Miss Marrietta Freeland has been elected local delegate to the International Kindergarten Union convention at Cleveland.

Mr. and Mrs. John Howden Richardson, of 367 Beechwood avenue, announce the betrothal of their daughter, Miss Ida Elizabeth Richardson, to Leroy Palmer Cox, of Staten Island, N. Y. Miss Richardson is at present in training at the Fannie A. Smith Froebel Normal school.

THE WORK OF THE NATIONAL KINDERGARTEN ASSOCIATION IN 1915

The many ways in which the work of extending the kindergarten can be aided through an external agency is illustrated by the report for 1915 of the National Kindergarten Association of which Dr. John Dewey of Columbia University is president.

The object of the association, as stated in the report, is "to have the kindergarten established in every public school." To this end, during the past year, it has helped to support three demonstration kindergarten classes in Bellevue, Pa., Hindman, Ky., and Rock Hill, S. C. It is expected that at the beginning of the next school year, these classes will be continued, and supported entirely by local funds. As this method has proved a very effective and sound way of arousing interest locally, it is hoped that it may be continued and extended in the future.

Another practical means which the association has utilized for securing kindergarten training for little children who do not now have it has been the continuance of its field work in California in connection with the state law which provides for the opening of kindergartens on petition of parents. Through lectures, correspondence and personal visits the special field secretary of the association has continued to make known to parents throughout the state the value of the opportunity which the law makes possible for their children. As a reslt, many of them have signed the necessary petitions, and the number of kindergartens has grown from 197, in 1914, to 315 last June, while more than 70 additional kindergartens have been opened during the present school year.

As a result of this field work in California kindergarten instruction has been secured during the year for about 3,500 children. This has involved an approximate expenditure of $70,000 on the part of local school boards.

The success of the California law has marked out a clear line of action for having the kindergarten established in every public school, and the association has consequently endeavored to arouse interest in his new type of legislation throughout the country. Interested persons in New York, Arkansas, Texas, Kansas, New Jersey and Virginia are already alive to the advantages of this kind of work for the children of their states, and efforts are being made to bring about such changes in their kindergarten laws as will make it easy to open kindergartens when parents express a desire for this training for their children.

To have in available form information which will be helpful to persons interested in initiating or improving kindergarten legislation, a circular has been prepared in co-operation with the Kindergarten Division of the Bureau of Education, covering a short analysis of the successful mandatory legislation of California, an outline of a model kindergarten bill, successive steps in legislative work, facts about the kindergarten which legislators may wish to know, and a list of bulletins and circulars for use in legislative campaigns.

In order further to faciliate legislative work, the provisions of all the state laws relating to kindergartens have also been tabulated. It is believed that this information will be of valuable assistance to workers throughout the country, not only in showing the comparative standing of each state as regards kindergarten legislation, but in affording suggestions which one state may well borrow from another. To make this information as helpful as possible, the number of kindergartens in each state has been included with the state law.

Believing that the present period in the growth of the kindergarten is one of standardization as well as extension, the association has co-operated with the Kindergarten Division of the Bureau of Education and a Committee of the International Kindergarten Union in making a comparative study of kindergarten training schools throughout the country. This study is embodied in a report published by the Bureau of Education, the purpose of which is, first, to afford a basis for comparison to school administrators who wish to know the training schools that provide the best teachers, and to prospective students who would like to know where good training may be secured; and secondly, to provide an incentive to inferior training schools to improve their courses.

The report of the association goes on to show the various kinds of assistance in educational work which it has given—through the publication and free distribution of circulars, providing speakers and written lectures, and loaning motion pictures, exhibits and lantern slides. It concludes with the statement that during the coming year advantage will be taken of every opportunity to extend the kindergarten through the continuance of activities already under way, and by the employment of such other helpful means as may suggest themselves.

Plans for a number of bulletins have been formulated and are in process of preparation. These relate to the development of the kindergarten in the American school system, a short history; the extension and improvement of the kindergarten through legislation; and suggestions for the training of children of kindergarten age living in isolated places, such as on farms, etc., based on practical experiences of kindergarten trained mothers in the care of their own children.

WESTERVILLE, OHIO

Westerville opened a public kindergarten at the Methodist Episcopal parish house. Miss Alma Baumgartner will have charge. The institution will be supported by public subscriptions.

TOPEKA, KAN.

The Central Park Kindergarten association gave a benefit entertainment March 15 at the school to raise money for the purchase of a piano for the kindergarten. The performers included some of the first rate local talent of the town.

SUGGESTIONS FOR THE APRIL PROGRAM

By JENNY B. MERRILL, Pd. D., New York City

GENERAL SUGGESTIONS FOR THE APRIL PROGRAM

JENNY B. MERRILL, PH. D.

Easter coming late this year, we hope to have had many *out-of-door experiences* with the little ones before its arrival.

The "glorious sun" that rises so early and "climbs so high," the warmer days, our new spring clothing, the new spring dress of Mother Earth, the grass, the leaves, young and green on the trees, birdie's nest, her pretty little eggs, even the open cocoon may all have come with childish experiences before Easter this year, and our Easter be just full of rapturous nature.

Just what phases of spring time to dwell upon must be of our own or the children's choosing as much as possible.

Nature Talks. Do we train ourselves and the children to *listen* when Mother Nature talks or do we make *ourselves* too evident? Dr. Montessori has given us no better suggestion than to stand back and be close observers. It is the old Froebelian thought only stated in other words.

We, as kindergartners, have been working so many pretty finger plays, so many interesting songs and stories, inventing so many fine games, that we just love to *teach* them to the children, and thus we need to be reminded often, that up to the *seventh year*, at least we should avoid too much *drilling*, and rather encourage the use of the *senses in observation* and the imagination in play.

The world is yet a *wonder world*, and the simplest new experience awakens *wonder* which may lead on to reverence. Then gather *spring experiences*.

Let us all take heed and live *out-of-doors* all that is possible in our locality during April and May.

One little happy city girl wanted to take the kindergarten chairs outside for story hour and the kindergartner found a way to do it.

We need to remind our kindergartners of the dangers of too much drill work at the kindergarten period, especially now that greater efforts are being made to relate kindergarten and primary work, where there is of necessity more drill.

The effort to effect this relation should bring out clearly the *differences* in the two periods of development as well as the *responsibilities*. (See Education of Man.)

This is *growing time* in Nature and we must not forget that *growth* is the law too of the mind. We must be content with *buds*, if we wish good leaves, flowers and fruit.

Plan *walks* for April rather than *talks! But you may listen to the children, talk, about the walks.* You may let them "talk" with colors too, water-colors if possible for they are more like nature. Then too April is the month for showers and rain, and rain suggests many interesting water sketches.

Yes, there is "Annie under an umbrella" drawn by our little artist. Here is the rain, too,

See our "*acquarium* with bright gold fishes" painted in it by another little artist.

Here is just a *cup*, a pitcher, and now behold our watering pot! Of course "Jack and Jill" will tumble down the hill of another little artist, with their pail of water.

"Here April, pour on your water, "The little stream" may come running along in our *games* with its song of "Give, give,"

Make much of *water* this month and its relation to cleanliness and health. It will help mothers, for children seem to love dirt so well that they often rebel at the frequent home call, "Wash your hands before you come to the table."

Teacher's word reinforces the mother's, I find, and in many instances make bathing time easier for both mother and child.

Children love *animals* even more than flowers. Easter time brings them bunnies and chicks of which they never tire. It is possible in city kindergartens to entertain bunny or even a chick if only for a day or two, or to go to visit one.

Note those of our readers who keep our magazine on file, will do well to re-read some of our suggestions in the corresponding month of 1914 and 1915, where many nature experiences were given.

THE PROGRAM FOR APRIL BY WEEKS

JENNY B. MERRILL, PH. D.

FIRST AND SECOND WEEKS

Topic: *Easter Time.*

Start with the *sunrise*, now so early and so bright, unless you have given time to this subject in March.

Let the children watch for the sun to come in at a certain window every day. Where is it at noon? High up in the sky. Where does it rise? Where does it set? Where does it go? What does it give us all day long? What do we do to get light when the sun goes away?

What else does the sun give us besides light? Do you remember what it made a man do with his coat? Why did he take his coat off? When do you walk on the sunny side of the street?

When the sun rises early and stays long with us then we call it *Easter* time.

Let me tell you about happy Easter time. It is a wonderful time.

Many *flowers* rise up out of the ground at Easter time. We must go and look for them to see if they are rising in our garden and in our park.

The *birds* come back at Easter time and the new little birds fly out of their nests and begin to sing.

Butterflies wake up. Where do they come from? They fly to visit the flowers at happy Easter time. Now I think little children must learn to sing a new sweet song for Easter time. Here is an Easter song. Listen while I sing it to you. (Make a careful selection according to your need and your song-books at hand.)

Have the children tend the plants in the room more carefully, placing the pots in a ring on the floor each morning if possible, as the new position attracts attention and concentrates it.

Plant seeds if you have not already done so.

Brighten the room with flowers every day if possible as the days advance toward Easter.

Talk of the return of the birds, reviewing it if already considered in March. In some places a "*Bird Day*" is kept early in April.

Get many bright pictures of birds and decorate the room.

Borrow a canary if you can and listen to him sing, or go to the woods or park and watch the birds. Read or tell Lydia Maria Child's poem "Who Stole the Bird's Nest?" or tell the story from Mother Goose Village by Madge Bingham.

The poem gives an opportunity to review the sounds of several animals which always please a child. It is found in many collections. Kate Douglas Wiggin gives it in her "Posy Ring."

The story of the hatching of a chick may have grown trite and seem commonplace to us, but its wonder will grow again upon us as we retell it to the little ones. I can never forget the reverential tone and manner of Madame Kraus-Bolte with her little ones as they sang so long ago.

"In the branches of the tree
Is the bird its nest preparing
Laying in two little eggs,
Coming out two little birds,
Calling their mother,
Peep-peep-peep
Mother, dear, peep."

Find better poetry if you can, but do not forget that the story is new to the little ones, and introdues the story of the beginning of life in the best possible way. It is the best Easter story Mother Nature sends to them.

Children love animals better than flowers. Secure a live chick or a bunny if you can, and let the children enjoy these living pets for a few days. Perhaps at a mothers' meeting you can induce a mother to provide one for the home and then let it visit the kindergarten.

Do not forget to name the flowers and the birds.

Children like specific names and will remember quite a number if they are used incidentally and frequently. Each morning as the little garden is formed on the floor, you may say "Who will bring this or that flower. Then when they are taken back, let children who can tell the name, carry the pot back. In the garden if you are so fortunate as to have one name every flower as you walk about. This enlarges the vocabulary and satisfies an instinctive love of *naming*. I always love to quote Helen Keller who said when she first recognized that things had names, the day was not long enough to learn the names she wanted to know. "What is this?" is the oft repeated question of a child.

Let Easter time bring flower's *names* and bird's names.

THIRD AND FOURTH WEEKS

Topic—*Farmer Brown.*

After the Easter holiday this year, we will give a morning to the telling of Easter experiences, even the funny and droll ones so dear to children. We may now take a day to have an egg hunt, if only candy or painted paper eggs are used.

This should not be before Easter, in my opinion,

Our main topic may grow naturally out of the talks about the child leading us to the chicken-coop, the barn, the farm house, to Farmer Brown himself, and his little boys and girls who help him hunt eggs every day.

His big boy helps him milk the cows.

What other animals has Farmer Brown?

Here is a big picture book full of pictures of his animals.

Tell me what they are.

What does the horse do to help Farmer Brown?

What does his dog do?

What do the cows do?

What do the hens do?

Enlarge as seems best on farm life, making a *growing* country picture on the blackboard if you draw well adding a little to the drawing each day.

Also have the farm scene built on the sand table and make it a basis of conversation several days.

Let the conversation on the cow lead to making butter in the ring, one morning.

Why does Farmer Brown wash his hands carefully before milking time?

Why does Mrs. Brown wash the bottles so clean before they send us our milk?

Little children love names of people as well as of flowers and birds, and by individualizing a farmer and his wife by name, we make every thing we say more simple to them. They cannot follow us otherwise.

If there is time Farmer Brown's tools may be shown and named and used in minature if not in full size.

Children love "teeny, tiny" things and learn much from their use in play. The spade, the rake, the hoe and the plow should be familiar to every child. The two hands held together and pushed through the sand make a plow, or stiff paper may be used. The garden tools are or ought to be upon the regular supply list. Use their names incidentally and frequently.

At the close of this month, make a list of names—words you have attempted to add to the children's vocabulary. This list will of course vary according to your locality, will be influenced by the stories and songs, and the age and nationality of your group.

It may prove a good plan to write such a list every month and keep it to pass on to the first year teacher when the children leave you as a suggestion that these words do not disappear from lack of use. They will also help the primary teacher to form an approximate idea of the furnishing of these little minds and possibly be used to some extent in composing blackboard reading lessons.

ADDITIONAL TOPICS

If it is preferable to leave Farmer Brown's work until May or June, an excellent topic to work up for April is "Water," for

"March winds and April showers"
Bring forth May flowers."

The story of the raindrop as given by us in 1914 and 15 in this magazine is always interesting to children.

A glass of water, the water pipes, the boiling of water, a glance back to snow and ice and where they have gone may not be too difficult if the children are intelligent and nearing six years of age.

Cleanliness, hand washing, teeth cleansing, the value of drinking water just before going to bed and on getting up, should all be connected with our *water* stories.

Our acquarium, pictures of *water* scenes will add their interest if this topic is presented.

House cleaning time and its application to our kindergarten will not be amiss.

On April 21st celebrate Froebel's birthday by an out-of-door day.

Several kindergartners may plan to meet each other and form several rings for games in a nearby park.

Make badges and caps for the parade.

Try to find some pretty stones to show the children at this time.

Froebel loved stones as well as flowers.

Take the children to a museum if there is one nearby to see the minerals, or borrow a few of bright colors. If you have never been interested in mineral specimens, you will be surprised at their rich colors and wonderful crystals.

Do not say much about Froebel, but keep the day for your own sake. Re-read his life in Paradise of Childhood.

HANDWORK

Let the children make their own problems and suggest how to carry them out. The topics of conversation if well handled will surely lead the active little minds to some initiative in hand work.

Take a paper and pencil each week, and try to forecast what the children will ask to do, so that you will be prepared to help carry out the children's plans. Try to answer these questions?

What will they want to build?
What will they want to draw or paint?
What will they want to model?
What will they want to cut?
What will they want to play?

What stories will they ask to have retold? What songs will they choose?

Will they bring new toys to kindergarten? What toys? What will they want to do with them? What can I suggest?

Suggestions on these topics were given last year; consult April Kindergarten Magazine, 1915, and compare with your own paper after you have answered the above questions, or better, wait for the children's help and follow where they lead.

Do not organize your program so completely that there will be no room for initiative on the children's part; do not neglect natural grouping of children and natural leadership.

Stand back and observe a group which you may have sent to the sand-table organize themselves.

Give plenty of time this month if never before for the nurturing instinct to find expression.

The handwork will be restricted if we are privileged to be an out-of-door kindergarten as we hope to be, but we will surely paint eggs and flowers, model nests, eggs and birds, cut Farmer Brown's tools and build his house, barn, chicken coop and kennel.

If we have sticks or splints we will build fences for him.

We will get Mrs. Brown to send us cream to make butter for our little party on Froebel's birthday.

GAMES AND RHYTHMS

Bouncing balls.
Rolling hoops.
Flying kites.
See-saw.
Pattering rain drops.

Bird games.
Garden games.
Little fishes.
Do you know how the farmer?
A sequence of games to review the story of a garden.

1. Come let us make a garden.—Gaynor.
2. Making a garden. Finger plays—Poulssen.
3. Garden games. Hofer's singing games.
4. Planting. Dozen and Two.—Warner.
5. Rain, Poulssen's songs for a child's day.

RELATION OF THE KINDERGARTEN AND FIRST YEAR PRIMARY

DRAWING IN 1 A.

JENNY B. MERRILL, PH. D.

It is the unfortunate habit of some teachers to lead children after promotion from the kindergarten to look back with a kind of contempt upon the kindergarten where they have spent so many happy hours. Of course this is done to some extent in the home and also from grade to grade. It is not confined to the 1 A teacher.

Mother tries to arouse the growing child by saying: "You are not a baby, are you? You must not do that!"

The second year teacher may say—"Now you are promoted! You are not 1 A children! You have harder lessons."

This method wisely used creates ambition, but it should not be used in a way to lead the little ones to undervalue the past.

At present in many schools, the difference between the kindergarten and first year in the grades is so marked that teachers are inclined to use this method in repressing the activity and initiative which has been developed in the kindergarten.

We, kindergartners, feel that this is a misfortune to the child and to the teacher of the first year.

Many of the children in the first year are only six, some have not quite reached their sixth birthday and at this age, every month of added age counts for a great deal.

There should be no marked difference in discipline if the kindergarten management has been good. There should be a little more drill, a little more uniform attention to signals possibly, especially where there is no piano as in the kindergarten, but the natural restlessness of children should not disturb the teacher, for the children do not learn as quickly when their whole energy is consumed in keeping fixed positions.

If teachers who require the children to "keep still" in order to make them learn the better, could only believe that restless children can learn all the better for a little fidgetting, how much relieved they would be! Believe it, good teacher, on the word of our best psychologists and child students.

Many teachers acquire an *eye habit*, as it were, of seeing the slighest movement of a child, and worrying themselves and the child about it, when it would be much better, surely at least in the first year, to be "a little blind and a little deaf."

If teachers of the first year could follow these overstrained little ones after school hours they would see an inevitable reaction in the home in irritability.

I know there is nothing harder than to convince some teachers that children need not sit in fixed positions with eyes always to the front. but I fain would convince them that it is unnecessary, unwise and unhealthy to insist upon such stillness.

A good psychologist has said that the children save themselves from overstrain by their inattention, so that nature helps take care of them.

By teaching in *groups* in large classes, the groups when *not* being taught directly are relieved of this incessant attempt to be attentive, while the small group can be more active, less repressed, can be encouraged in taking the initiative,

One way to occupy the children who are not in the group being taught, is by having them *draw.*

Let them draw around their pencil boxes or any other small objects as blocks.

Let them have short rulers to practice making lines, let them copy pictures from their readers; tell them to look around the room and draw anything they see, pointing out several objects, as the window, the blackboard, the radiators, a vase of flowers, a glass. Draw a few objects for them on the blackboard. But above all encourage them to tell you *a story in a picture*, and be sure to take a little time to read the stories that you find in the crude illustrative attempts on their papers. Hold or fasten up a few as you talk of them.

I remember what wonderful stories Mrs. Kraus, a famous kindergarten training teacher, could see in a few crooked lines drawn by a child.

The little ones in the first year who have not been in kindergartens especially need this drawing to free imaginative expression. There will always be a few who have drawn in this way at home. They will give courage to others who have never used a pencil or crayon at home.

A topic may be suggested at home—As draw a story about your baby at *home.*

Draw your toys.

Draw how you play in the street or in the park.

Draw Jack and Jill, or Little Boy Blue.

If the children know Mother Goose, they will soon show you "the cow jumping over the moon" and "the dish running away with the spoon." Gradually all of Mother Goose's interesting children may appear.

How full of activity her children are!

Simple song stories may be illustrated.

Besides arousing the imagination, this crude drawing strengthens the hand for writing and for the regular drawing lessons.

If you are provided with colored crayons and a few blocks or tablets let the children after drawing around them fill in with colors. Let them color outlined animals.

This is Dr, Montessori's plan. It interests in form, in color and in design. Dr. M. finds it a very valuable antecedent of writing.

There is a little book by that live teacher, Henry Turner Bailey, entitled "A First Year in Drawing" which will prove an inspiration. It should be in your school library.

Read Froebel's "Little Artist," in "Mother Play." The free drawing of which I have written, gives the teacher glimpses into the child's mind and often is suggestive of his home experiences.

I love to look thru piles of children's free drawings, and wonder what was passing on in the little brain

hich guided the pencil. I have wondered at the uggestiveness in some of the crudest attempts.

Drawing is one of the connecting links between the ndergarten and the first year and on thru every rade. Early train the children to enjoy it. Furnish aper and crayon in abundance. Let all use the lackboard freely also. It is a pleasing experience.

A DAY OF WONDERS

Dora A. Mondore, Grand Gorge, N. Y.

When Chirst grew to be a man he did many wonderul things.

One day a large crowd of people followed him out nto the fields. They liked to hear him talk about od. Christ felt sorry for these people, who had valked a long distance to see him, so he talked kindly o them.

There were some sick people among those who had ollowed Christ. He made all the sick people well. low happy they were to be well again! They liked Christ more than ever after that, and so they stayed ut there in the fields until toward night.

But they had had no supper, so some friends of Christ said, "It is getting late! send the people back to own where they can buy something to eat."

But Christ said, "No; there is no need of their going to town. Give them their supper."

When Christ saw that his friends could not feed he people, he told them to bring the bread and ishes to him. Then he told all those people to sit lown on the grass. When they were seated Christ ooked up to heaven and broke the bread and fishes, passing the pieces out among the people.

The men women and children ate all they wanted; and still, when supper was over, there were many baskets full left over. After they had eaten, Christ sent them home to tell the glad news that he had made he sick people well.

They also told their friends how wonderfully Christ had fed them.

After the people had gone, Christ went up in the mountain to talk with God. His friends were now sailing far out in the midst of the water. They had eft Christ alone in the darkness.

Oh, how the wind was blowing! The boat rocked violently and leaned over so far that the men were afraid lest they should sink. "If only Christ could be with us" they thought for they knew that he could help them.

Looking far out on the water, they saw something white coming toward them. They were so afraid that hey cried out loudly.

Then a voice called out to them, "Don't be afraid. t is I." It was the voice of Christ.

Christ was walking toward them, on the water. They were not afraid when they knew that Christ was with them.

When Peter saw Christ walking on the water he wished to try walking on the water, too. He tried to walk to Christ; but, he had walked only a few steps when he began to sink crying out, "Lord save me."

Then Christ took him by the hand and helped him.

The other men in te boat were watching Christ and Peter. "He is the Son of God," they said, when they saw all the wonderful things which Christ did.

MOTHER PLAY

(Translated from the German of Frederich Froebel.)

By Bertha Johnson.

MOTTO FOR THE MOTHER.

Mother's dear hands, upon the wall,
Make shadow rabbits, to please us all.

If the light equally illumines the white wall,
Appeareth then, no image there, at all.
First, when 'twixt light and wall, doth interpose,
With skilful art, the hand, that hand a shadow throws.
Creating thus, an image, moving, free,
That fills your baby's heart with prescient glee.
Then exercise in play your child's creative might,
That, in the future, master of his fate,
He may in unity with Heaven's eternal light,
E'en of Life's shadows, the beautiful create.

SONG FOR THE CHILD.

See, upon the wall, my baby,
A rabbit comes to play,
What, you want to catch it, baby!
Quick it runs away.
See now, how it points each ear;
Does the rabbit something hear?
Now how straight its sitting there,
Eating grass, I do declare.
See it wrinkle up its nose;
Can you see its little toes?
Low and still it covers in fear,
For it sees the hunter near.
Puff!—the hunter fires his gun;
This, to bunny's, not much fun,
Quickly he away has sprung,
And our rabbit's song is sung.

This play is universally known as a playful exercise for children, of the sense of sight. The artist has succeeded so well in picturing how to do it that nothing remains to be said on that score. The knowledge that it is a play with moving shadows, is presupposed, and that thus, altho preferably done at night by artificial light, it can be effected also by using the light, when favorable, of the morning or evening sunshine. It is also well known, that the playlet, on account of the variety of the movements and positions shown, when skilfully executed, is a favorite with children, even with those who are pretty well grown, since they can then make them, themselves.

See, then, dear Mother, it is my firm conviction (which however, I would as little force upon you, as upon anyone else, in the world, but which can bring no harm to anyone belonging to you, but to the dear children, and to those just budding into manhood and womanhood, and so assuredly to all mankind, will bring much profit)—it is, I say, my firm convicition, that in everything which gives children persistent, ever-renewed pleasure, true pure, serene,

to mind, heart and spirit, and in which innocence and good-cheer are dominant,—that in all such, there lies at bottom a higher magnificence, one of import in the life of the child, which may well lead him on to the Most High.

What is done then, in order that the rabbit should appear on the wall?

Between the clear bright light, and the smooth white wall upon which it shines, is introduced a dark, opaque object, and now, because of the illuminating light, the pleasure-giving shape appears upon the smooth, even wall.

Such is the external phenomena; and what is the deeper meaning which seems through this, to declare itself to the spiritual prophetic mind?

Those darker aspects of life and earth, which seem too oppressive for any light to penetrate, assume to the tranquil, pure, spirit, a sublime aspect when viewed in the light of God's ruling Spirit. So a grim, rocky, craggy region, appears beautiful when suitably illuminated by the rays of the sun, and the most beautiful region is lifeless, empty, flat, yes, even unpleasing, if it lacks the inspiring beams of the sun, which as it were, first seem to define and give it form. And do we not have this same experience in life?

Circumstances, which yesterday, illuminated by an ennobling flash of the spirit, seemed most happy, today, when all this enthusiasm has evaporated, seem to us not only empty, dead, but possibly adverse, and depressing. And, is the reverse not true? May not many a thing, which at the beginning left us cold and desolate, highly rejoice us later, as soon as another, nobler frame of mind, shows it to us in a more beautiful light? The clear insight and conviction, then, that it is only the temper of one's spirit that makes us see external circumstances in so dark, so depressing a light, can therefore, restore to our hearts, the peace which they have lost.

This and the following plays will give you occasion to guide your child's attention early to this effect of light, the inner and the external illumination, that of the mind and spirit, as also of the sun and artificial light; and they can do it.

They can be shown in the bright beams of the evening and morning sunshine; then especially upon a dark-colored surface. The play acquires a greater charm for children when two persons, with hands of different sizes, as for example, mother and daughter, show two rabbits at once, in different sizes and different positions.

The picture or rather, the pictures, explain themselves, even to the two rabbits which seek shelter, in the thicket of the woods; and your wise, significant words, mother, will vivify them still more. Why, then, add to these one more written word?

THE SNAIL

Mrs. J. W. Meek, Camden, Ark.

The snail though very soft and small,
A burden great can pack;
And sometimes on her morning walk
Her house takes on her back.

—Harriet Ives.

HINTS AND SUGGESTIONS

Bertha Johnston.

The Mother Play of the Shadow Rabbit conveys one of the most beautiful, and inspiring of Froebel's many stimulating messages. It carries the implication that man is master of his fate, and may turn life's most tragic occurrences into a means of spiritual growth and blessing to oneself and mankind, if one but "seek the soul of good in things evil;" seek light, and strive to find the meaning in the shadow and its relation to life. In playing the Rabbit game with older children they will be interested to note that its definiteness and charm depends upon the proper relation of the obscuring object (the hand,) to the light and also to the wall, the background. If the hand be too much to one side, or too near or too far from either the wall or the light, its outlines are vague and uninteresting. Let the children experiment both with artificial light and with sunlight. So with life's shadows. We must seek to know the causes, and then, with this light upon the subject, seek to develop the beautiful from that which was painful, by a readjustment of conditions. Is there a greater shadow on our land than that of child labor? How can we turn the need of the manufacturer into something that will benefit him, the child, and community. The book reviewed in another column, "One Way Out" is an illustration of how one man found light and turned his shadow to a source of higher life.

Stories apropos in this connection are "Raggylug," by Seton Thompson; "How Fear came into the World," by Kipling, in Jungle Book; Stevenson's "Shadow" poem. The teacher may read for herself "Peter Schlemihl" by Chamisso, and Hans Andersen's story of the man who becomes subject to his own shadow, altho neither of these stories follows exactly the line of thought suggested by Froebel. But they convey the idea of the constant association of an object, its shadow and light.

Have the children distinguish between the shadow of a dog cast by the sun and the reflection of the same as seen in water. In telling Aesop's famous fable name it the "Dog and his Reflection."

Gifts—Let the balls represent rabbits, hopping hiding, etc. Let some of the children put their hands together to represent a thicket, wherein hides Raggylug, (a ball), while his Mother (another ball) leaves him after giving sound advice about keeping still. Is it easy for an active little rabbit to keep still? Is it easy for a round ball to keep still?

Of the building Gifts make rabbit hutches and take this occasion to speak of the needs of pet animals kept in captivity. Proper food, water, place to retire to, sleep.

Tablets—Make pictures of the shadows of different objects, and guess of what they are the shadow. One child might let the square represent the shadow of a

, while to another it might mean that of a book, picture. Of various tablets clever people can make dows of animals.

ticks —Together with the gift-beads make fence protecting rabbit from foes.

entils—Make outline of rabbit and then of dog. n in picture.

lay—Mould figures of rabbits, and note shadows t when placed in sunlight. Make plaque and upon nould Easter lily.

aper—Cut silhouettes of rabbits, leaves, flowers, es, etc. To help the children make these silhouet-, let them experiment and note the shadows the cts cast when in different relation to the sun and n copy with paper and scissors the most definite e.

n daily walks call attention to the shadows and ve the children notice difference in length at differ- times. Note beautiful designs made by branches winter, and foliage in spring and summer.

Make shadow rabbits and other forms with hands, h with aid of sunlight on sidewalk or against usewalls or fences. Also by artificial light.

Hang a sheet up and let one child walk behind it light being beyond) so that his shadow is cast. t the children guess who it is. Hold up various jects behind sheet and guess what they are by their adows.

Since the rabbit is thus associated with a shadow, it ms a coincidence that "the flesh of the hare was rmerly) supposed to generate melancholy."

Older children may enjoy acting the shadow pic- es of the "Ballad of Mary Jane" that appeared in *Nicholas* many years ago.

n the pictures that illustrate the Mother Play see the children petting the pretty little creatures; alert listening little group; the hunter who reatens their lives and the merry little creature unding away in safety. To thoughtful children this y suggest the shadow that hangs over the lives of wild creatures. That of the hunter and the nted and the question, if mankind is justified in ling. The story of "How Fear came into the rld," suggested above, explains that fear first came ause the Tiger killed when he did not need to kill, st for the joy of the killing. According to the tale animals seemed to accept the principle, that to l to eat was excusable. Those who fed upon others ust be willing to in turn feed others. So with man if destroys the wild beasts to make the world better for higher form of life, or to feed himself, he is justi- d. But to hunt for the mere pleasure of hunting, nply to cast away that which has been caught with ie or gun, or to decorate women's hats, is indefen- ble. We must not shadow the lives of others un- cessarily.

Tell the children who are studying geography of e "Spectre of the Brocken," the highest summit of e Hartz mountains. This is the greatly magnified adow of men reflected in the mist and cloud of the ountain opposite.



Cut along all outlines, e hold between wall and a single light and a shadow outline of a famous portrait is seen.

DOG-DAYS

(Nonsense verse.)

MRS. J. W. MEEK, Camden, Ark.

Of all the days named in the year,
Some are forgotten quite I fear;
Though every dog shall have his day,
Not one is named for my dog Tray.

Days count for almost every one,
There's Lincoln Day and Washington,
St. Valentine and Patrick too;
They give our country much to do.

Now Dog-Days they are known to all;
They come ere leaves begin to fall,
When clouds are smoky, woods are dry,
And blood red suns set in the sky.

I think those days should now be claimed
For all good dogs and for them named;
For Towser, Gyp, and my dog Tray,
Then every dog would have his day.

—Harriet Ives.

Although a thing of beauty,
She never speaks to me
Because my pretty neighbor
Is just a Maple Tree.

PICTURE STUDIES

STUDY OF A PICTURE—VIII. ("SPRING")—L. KNAUS.)

MARY E. COTTING.

While placing the picture ask,—Who can this be? Where is she? It doesn't look just like the park. How came she here? No, I don't believe she rode out in a jitney; nor in the basket of her father's autocycle. I'll tell you why;—she is all alone, and if she had come out from town there would be other children with her. I'm going to tell you all about her, if you will tell me first what she is doing. Yes, she is picking flowers. Do you see the fence,—and the open place in it,—and the path? Well, she came through that open place, along the path from her house, which is behind that big tree near the right corner of the



back, or top, of the picture. You can't see the house because the foliage of the tree is so thick. The house is a small, cosey stone and plaster one.

In the morning when Poppy woke up the sun was shining so brightly she said to herself, "I'll go to the sunny meadow today." After breakfast she asked her mother if she might go.

Mother said she might and here she is. Isn't it a lovely place! It is no wonder she loves to come here. What do you suppose she did before she began to pick the blossoms? Well, I'll tell you. over by the fence on the ground is a little nest made of fine dried roots and grass and hair. It's no bigger than a tiny sauce The other day when Poppy was passing a sma brown bird flew up from it. Poppy peeked in but the were no eggs in it. Father told her it was most like a ground-sparrow's nest. As soon as she came near today sh peeped in and saw some tiny speckled egg She means to keep watch for she wants to see tl young birds when they hatch out.

After she'd seen the ground sparrow's nest sl cuddled behind a bush to watch the orioles fly in ar out of their queer nest that looks like a pocket han ing from the branch of that tree nearest the openin in the fence. Poppy's father can whistle the mus of the oriole's song, and Poppy is trying to learn t sing it. She can almost do it now. It must be ple sant to be able to imitate the bird's songs, musn't it

You would "like to know what bird is flying hig in the air?" It looks like a crow. There's a whol family of them in the pine woods beyond the hill-to

It doesn't look like, a comfortable home, for it just some twigs scrambled together in a plate-lik form; but as the crows seem to like it, of course it i all right for them.

I suspect that crow has been eating the sproutin corn in Poppy's father's corn-field. Crows love th soft, sprouting corn and bother the farmers dreadfull by pulling quantities of it up.

Poppy's father had to set a scarecrow up in hi field. Poppy helped to make it by stuffing some of he father's wornout clothing with hay. They filled salt-bag with hay for the head upon which they faste ed a shabby felt hat. When it was finished Poppy' brother came to see it; he said not one word, bu went off to get an old broom handle which he place across the scarecrow's arms for a gun. Guess th crows would be afraid of that, wouldn't they?

Well, what do you think happened sometime afte the scarecrow was set up? One day the man who wa hoeing out weeds among the corn passed near th queer, make-believe man and out of one of its sleeve flew a wren. She had a nest there where sh'e be saf from the cats that often eat up her young birds. Nov wasn't that a great joke to have a bird-home in scareman's sleeve!

When Poppy had watched the birds as long as sh wanted she began to fill her apron with flowers.

You'd like to know what kinds? What kinds shoul you think? Maybe those are the ones. Poppy' mother loves flowers, and it is one of the little girl' tasks to keep the stone jug that stands on the windov sill filled with flowers. Do you see those with lon stems close by her? Those are beautiful, but sh never touches them because the bees and butterflie find their food in them.

Poppy is learning all about insects as well as bird and flowers and knows that she can help them mos by not disturbing the flowers they like best.

Songs and games descriptive of the life of the ope should be taught in connection with study of thi picture by a German artist who is most happy i depicting subject which appeal to children.

DRAWING FOR APRIL

Olive Wills.

"There's something in the air
That's new and sweet and rare,
A scent of summer things,
A whir as if of wings.

There's something too, that's new
In the color of the blue
That's in the morning sky
Before the sun is high."

This a happy time to take little ones into the woods and show them the wonders of awakening spring. The birds are returning, the buds swelling and if we dig deep down under the decayed leaves we will find as if hiding there wonderful treasures in the delicately tinted bunches of arbutus with the trailing vines of thick soft green leaves. There too a few violets are peeping out as if half afraid Jack Frost will be hovering around and thus all life seems to be timidly venturing forth. The Pussy willow, Fig. I, is a bud

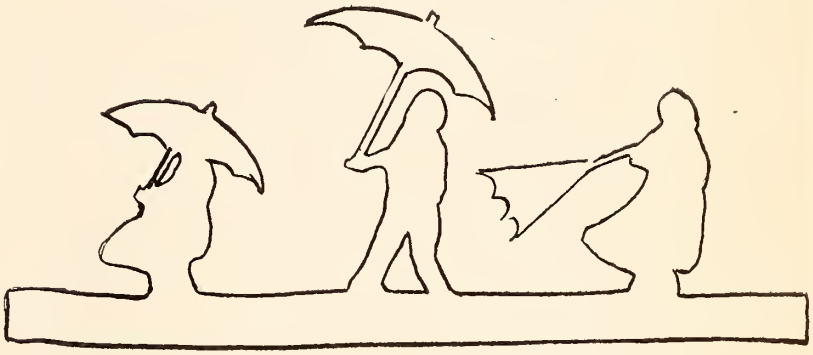


most interesting for children to draw and can be represented on a gray paper with a touch of white chalk blended with a tint of pink, the stem and little scales in brown crayon very lightly painted and over this a thin purple. Many interesting little stories may be told of the pussy willow, of how some have not ventured out of their winter nest—the brown scales—others peeping thru, again others quite out, but not yet left the home—the stem—for notice how these last are only holding on to the stem by their hind feet.

How may we call attention to the way these little buds alternate up the stem. One story that the pussys ran away from old King Winter, ran, and ran until they were so tired they climbed a tree and crept into the little brown nests and of course as they climbed up the tree only one could go at a time thus one ran after the other—the first to the very top so that the others might have room to get up too, then they stayed until rough old Winter had gone away.

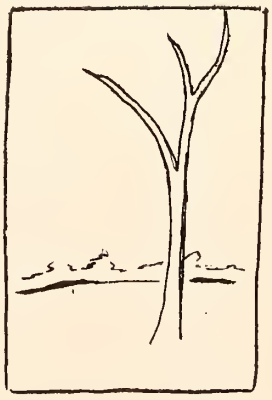
Then came the showers that give all nature such refreshing baths—showers that make all faces bright and shining.

Here is an opportunity for illustrating a shower day in cuttings, Fig. II, or in crayon, a purely imaginative picture, after having had a real confidential little talk about how the clouds look at the tenu of a spring



talk about how the clouds look at the time of a spring shower, does the wind blow, too. "Oh, yes, my umbrella flowers glad to feel the rain drops?

After this we might have a more carefully directed



spring landscape, Fig. III. We will make our picture more sky than ground. Put your finger about half way down the edge of the paper now below that a dot, to this dot we will paint our sky, a very thin even painting of light blue with here and there a very thin

black perhaps spots of white—the paper—for rolling clouds. How often do we find children's pictures with a space between sky and ground. Now we will leave the paper—a light brown—for the ground. With your green crayon paint two or three very, very thin places, this for the first touches of spring green. The purple crayon now and between the sky and ground we will put in the mountains or the trees which are afar off. Use this sparingly. Now for a tree. We do not want it to grow out of the sky do we, nor out of the edge of the picture? No, so we will place the tree just between the two. Place your finger here. Now start the trunk drawing it lightly and rather narrow almost to the top of the picture. We must now have some fingers on our tree. Let us have only two or three and if they are the tree fingers they must grow out from the big tree like our fingers grow out from our hand or the blood or sap cannot get thru. Show the curve between fingers thus trying to get away from the idea of limbs growing on at an angle. This tree we will make with brown and purple crayon.

Talk about gardening. Make pictures of garden making—planning, digging, planting, etc. Cut various garden tools.

Of course teachers and children will not forget the wonderful opportunity for bird study—birds, nests and bird houses—The beautiful coloring and the fine lessons to be given in the use of water color paints.

"Sudden sun and clatter, patter:
First, the blue and then the shower,
Brushing bud and smiling flower,
Brooks set free with tinkling ring,
Birds too full of song to sing."

TOY MAKING IN THE KINDERGARTEN

JOHN Y. DUNLOP, Greenfield, Tollcross, Glasgow.

The present war has apparently pervaded every subject in school life and the realm of toymaking is by no means exempt.

The children everywhere are true to their type and are reproducing the tread of events in their play, their work and their occupation.

When war was first declared one saw groups of small boys and often small girls busy marching and drilling.

Later when their attention with what they heard at home their thoughts were turned to toy swords, guns and warfare material.

The models shown in this lesson are the sword, the field gun and the motor transport and red cross wagon.

Each of those are modelled on very simple lines.

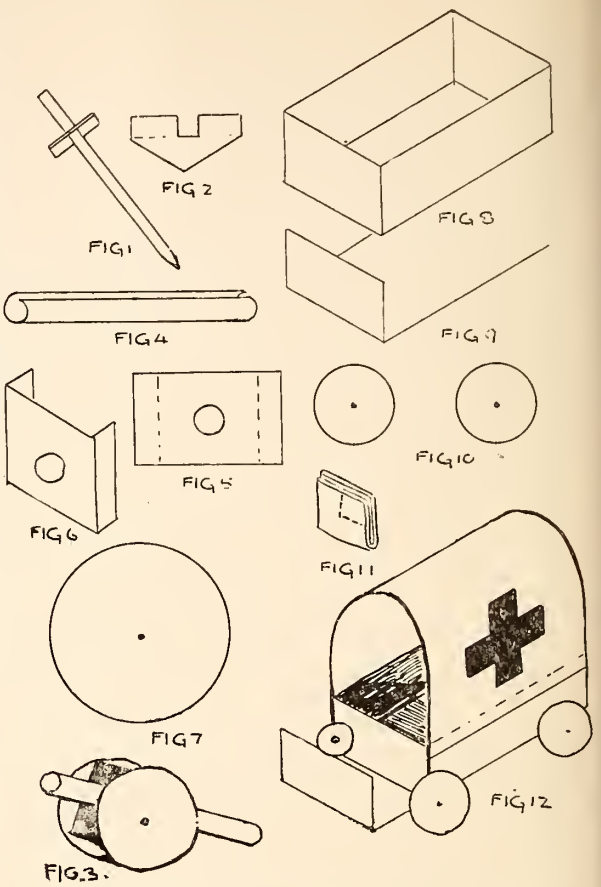
The sword is made from a lath of wood obtained from home. Two pieces of paper Fig. 2, are cut and gummed together at the handle.

Another war like toy is a gun carriage made of paper. The drawings at Figs, 3, 4, 5, 6 and 7 show the various parts of the toy.

Fig. 3 shows the gun mounted. Fig 4 gives the cylindrical part made by rolling a strip of paper.

Fig. 6 which is the front is made from pattern Fig. 5 and two wheels are required as Fig. 7.

Gum the front of the gun to the wheels and slip the rolled paper in position.



The wheels can be made to revolve in this model if a piece of wire is used for the axle instead of gumming.

At Fig. 12 is shown a red cross wagon which was made from waste material.

In building this model many classes adopt the inner part of a match box for the carrier part of the structure. The front is then built with a piece of cardboard folded up as at Fig. 9.

This is then gummed along the bottom to Fig. 8.

The disc is then cut for the wheels, Fig. 10, in many cases these are gummed in position.

But a very simple plan for little fingers is to use a match for the axle which should be fixed to the bottom of the car with a strong adhesive.

Slip the wheels on to the projecting part of the axle then put a drop of adhesive on the top of the end of the axle not to touch the wheel, but in such a position that when dry the hard drop of seccotine will keep the wheel from coming off.

The cover is now cut from a piece of karki paper bent to circle and fixed in position.

The red cross is now cut for each side of the wagon.

Fold a piece of square paper as Fig. 11. Fold down the middle and across the middle then cut on the

otted lines. Gum on each side of the cover.
The steering wheel for the driver is built with a aper disc gummed to the front of the car as shown Fig. 12.
A variety of wagons for military purposes can be ade from the model shown.
The horse red cross wagon would have wood trains wagon pole for the horses.
While the same design without the cover would ake an up-to-date open transport wagon and if a uare cover was fixed on would represent a modern ose transport.

HAIL TO THE SPRINGTIME

FRANCES JULIET DOUGLAS.

Tune:. "Salute to the Flag," "Song for the Child World," Gaynor, Book No. 2.)

The pretty flowers raise their heads,
The time of joy is here,
The sunny hours of glad spring-time,—
The gladdest of the year.
The birdies sing their sweetest songs,
For nests are all complete,
And soon their little baby birds
Will join their "tweet, tweet, tweet."

Chorus.

Hail, to the spring-time!
The time of joy,
Flooding with sunshine
Each girl and boy:
We can roll the hoop all day,
Jump the rope, or gaily play
With the ball, boys, then Hip, horray!

Old winter now has gone away,
And Jack Frost too has fled,
No more we'll feel his nip, nip, nip
Nor ride forth on our sled!
The trees are gay with blossoms fair,
The sky is blue above,
The wild flowers lift their bonnie heads,
And all is light and love.

Chorus.

Hail to the spring-time, etc.

EASTER AND THE ROBIN

J. M. NIVEN, Toronto, Canada.

Have you ever heard the old legend which connects ie robin with the Easter festival, and which tells how ie bird got its red breast?
The legend tells that when Pilate had delivered our aviour to the Jews to crucify Him, they mocked im, putting on Him a scarlet robe and a crown of iorns. This crown was still on His head as He was eing led to the place where He was to be crucified.
Becoming wearied with the journey He sank down o rest for a moment on the road-side. A robin, flying tout, seeing our Saviour, came and rested upon the iorny crown, and then tried to lift it from His head.

The little bird's efforts were unavailing, and before it gave up, a sharp thorn pierced its breast, staining it crimson, and ever since then a red breast is seen on robins.

The legend goes on to tell that near the tomb where our Lord's body was laid, there was a beautiful tree in which a robin had built a nest.

When the robin saw the body laid in the tomb, its song, usually a glad one, turned to sadness, and continued so till Easter morning. Then, Christ, the resurrection and the life, broke the bonds of death and came forth, for had he not said, "If ye destroy this temple I will raise it up on the third day."

As the robin beheld this wonderous scene, it burst into the sweetest happiest notes and its song was as if it will. "He is risen indeed, He is risen indeed!"

Then the white-robed angel that came from heaven to earth to roll back the stone from our Saviour's tomb, as He heard the joyous notes of the robin said "Rejoice, sweet bird, and be for ever blest, thyself, thy eggs, and thy cosy home."

WOULD YOU BE A BIRD?

IDA CHARLOTTE ROBERTS, Colorado Springs, Colo.

"Would you be a birdling, Mary dear,
To sing in the tree-tops without fear,
To flit and flutter and fly in the air,
And all day long to have not a care?"

"Yes, I'd like being a bird to fly all day long,
To sing for you all a sweet little song,
If only my tummy would not start to squirm
When ever I think of eating a worm."

Settlements and other organizations interested in child welfare, should send to the National Child Welfare Association, 70 Fifth Ave., N. Y., for their free leaflets, and for ten cents can obtain a most attractive booklet in which is reproduced in minature their attractive and illuminating panels on the responsibility of the home and the community for healthy babies. The panels themselves are illustrated by fine original paintings by Miss Zaidee Morrison, and the babies depicted are most bewitching. They present in concise, graphic language the latest scientific word on the care of children as to diet, bathing, sleep and the like. Prices are, 25 panels, $47. Thirteen Baby Week panels, $25. Single panels, $2.50. All postpaid.

HOBBLEDEHOY

IDA CHARLOTTE ROBERTS, Colorado Springs, Colo.

Hobbledehoy, Hobbledehoy,
Is that your name, my little boy?
When you start up-stairs, are you sure to fall down,
And make folks think you're really a clown?

Hobbledehoy, Hobbledehoy,
Is it you who are always breaking a toy?
Are you always in trouble, from morning till night,
Unless mother is by to free from your plight?

What might be called "local patriotism" is inculcated by a leaflet that reads as follows:

WOMAN'S MUNICIPAL LEAGUE OF THE CITY OF NEW YORK

Asks YOU.

To help make your neighborhood the cleanest, most healthful and most attractive in the city.

To cover ALL cans set out for the street cleaning department, so that ashes, dust and papers may not blow over sidewalks and streets.

To have your sidewalks swept early, BEFORE the streets are swept.

To teach children to help keep sidewalks and streets clean by throwing papers and refuse of any kind in receptacles provided on streets—and to do so yourself.

To remind everyone whom you see indulging in the "spitting habit" on a sidewalk or in a public place that he is violating the law.

To report to the health department all violations of the law in regard to burning soft coal.

To help make your district first a clean and healthful district, and then a district beautiful, by decorating window-ledges, and doorways with boxes of evergreens.

For Easter, have the children, several days beforehand, tie coarse net over the tops of water-filled tumblers, and scatter upon this seeds of various kinds, canary, peas, lima beans and the like, and watch the roots go down and the cotyledons open and grow up. Let them sketch them at different stages of growth.

Have them draw or paint onions and potatoes in process of sprouting, and so appreciate how in the spring each plant feels the urge toward light and growth. Shall we always keep ourselves open to the light?

In the sandbox model a stream and make a dam of blocks, explaining how dependent some localities are on water thus saved and on irrigation, and how very important that a dam should be honestly built. One way to show patriotism is to do all such public work honestly.

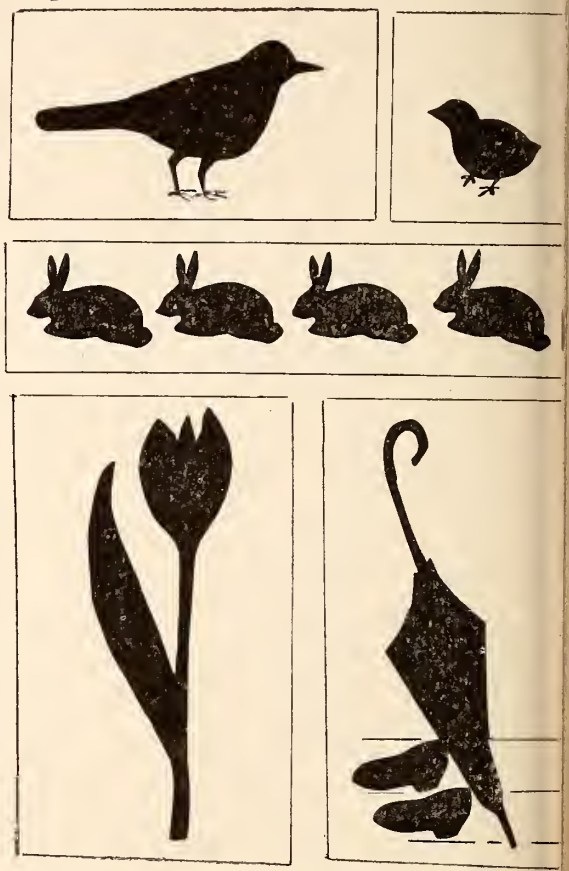
APRIL

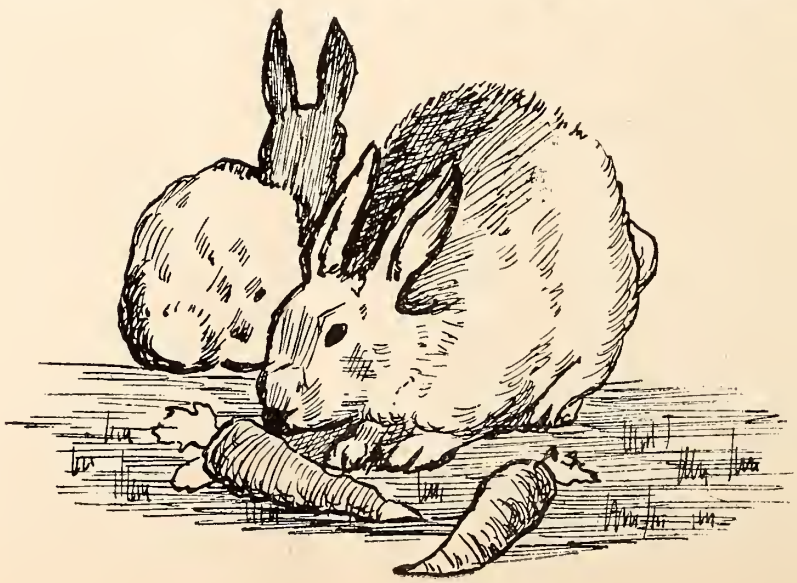
"Little April looked at the bare brown fields
And her tears they fell in showers,
But her smiles came back as she gaily said
I can carpet those fields with flowers."

Talk about flowers of spring.

Have them in the school-room.

Draw them, and color them and use them for c
ting lessons.





Let a child bring his pet rabbit. Use it for a lesson in cutting.

Interest children in birds. Tell of the good they do. Let them have a bird house in the school yard. Watch the birds that come. Put suet tied with pieces of string on the trees. Watch and see what birds will be attracted to it.

April will have many rainy days. Cut umbrellas from black and mount on dark card. Cut rubbers from black or white or red, mount on neutral colors.



SUGGESTIONS FOR CLAY MODELING

CARRIE L. WAGNER.

In April the children are interested in making a garden in the kindergarten or at home, and they will enjoy modeling in clay some of the garden tools they have seen father use, or the toy ones they have used in the kindergarten. Rakes shovels and hoes are easy to mold, and the watering pot painted green will bring untold pleasure.

The Easter eggs, and the hen and little chicks are nice for the sand table. Use sticks for the chickens legs. Paint the hen brown and the chickens yellow. Children enjoy modeling flowers, but the petals break easily and are not satisfactory.

TEACHERS' COTTAGES

Teachers' cottages, erected by the community in or near the schoolhouse, and used not only as the teacher's residence but also as the community center, are advocated in a bulletin prepared by R. S. Kellogg and distributed by the Department of the Interior through its bureau of education to county superintendents and other officers in charge of rural schools. The bulletin describes the movement for teachers' residences in rural districts and gives plans for cottages of various sizes and types.

Lack of suitable boarding accommodations is one of the most serious difficulties in the way of securing suitable teachers for country schools, the bulletin declares. There are more than 200,000 rural-school districts in the United States and over 16,000,000 children of school age who live in the country or in towns of less than 2,500 population, yet it is impossible because of the living conditions to get teachers of the highest type to remain in the country.

Mr. Kellogg says: "Many farm houses have no accommodations whatever for a teacher, and often kitchen, living room, and dining room are combined in one, with no heat in any other room in the house. The farmer and his family have to spend most of their time working indoors or out, eating and sleeping. Their occupations and hours of labor in no way correspond to those of the teacher, which increases the difficulty of fitting the teacher's necessary habits to those of the farmer with any satisfaction to either. A good teacher must spend a considerable amount of time almost every evening upon school work, for which a quiet, comfortable room is essential. If she insists upon such a room when she goes to board in the country she is likely to be considered "stuck up" and exclusive. If she gets a room by herself it is often unheated and too uncomfortable for study in cold weather.

"On the other hand, if the teacher is forced to spend her entire time in the living room with the rest of the family, she has no opportunity to prepare properly for her school duties, and is also very likely to be drawn unavoidably into neighborhood gossip and factional disputes to the detriment of her teaching influence. Many of the better situated families in the country districts who have the facilities, do not care to take a steady boarder, so that if a teacher gets a place to board at all she may be forced to go to farm houses where only the barest accommodations can be secured."

It is because of these conditions that the teachers' cottage movement has developed rapidly in the past few years, until according to an investigation by J. C. Muerman of the bureau of education, recorded in the bulletin, there are now on or more teachers' cottages in every state, and in the state of Washington, where the movement has been fostered by Mrs. Josephine Preston, state superintendent of public instruction, thre are now 108 of these cottages.

A TOAST

REBECCA STRUTTON, San Diego, Calif.

Shall we take a bowl of sunlight
And deck it well with flowers?
Shall we call upon the fairies
To take it to their bowers?
If they first put in some Sweet Content
Then spice it well with Pleasure,
If they mix with spoon of Years-well-spent,
Of Health, put in good measure,
Then fill the bowl with Friendship true,
We'd drink this toast, dear friends, to you.

CLEVELAND

Plans for the convention here the first week in May of the international kindergarten union are being made.

More than 1000 kindergarten professors, supervisors and teachers of world fame are expected.

BOOK NOTES

THE ART OF THE STORY-TELLER, By Marie L. Shedlock. Cloth, 288 pages. D. Appleton & Co. $1.50 net.

Miss Shedlock, the "fairy Godmother," is a well-known and always welcome visitor to kindergarten and other educational training centers, in all parts of the United States. Children listen spellbound, and adults, teachers, parents, become children when they listen to her story-telling. The news therefore will be hailed with joy, that she has published a book in which she tells something of her secret to those who realize the value to children of the well-told story and who wish to become mistresses of the art. Part I., in its seven chapters, analyzes, "the difficulties of the story; the Essentials of the Story; The Artifices of Story-telling; Elements to Avoid and to Seek in Selection of Material; How to Obtain and Maintain the Effect of the Story, and Questions Asked by Teachers. Part II. consists of eighteen stories that teachers have asked for frequently and which add much to the book's value, as they come from varied and in some cases not easily inaccessible sources. Part III. comprises lists of stories and books valuable to the would-be story-teller. An exceedingly important addition to the bibliography of story-telling.

RATIONAL EDUCATION, By Bruce Calvert. Paper, 76 pages. The Open Road Press. 50 cents

This is a vigorous plea for the "Education that liberates, not enslaves, by a man who believes, not in the total depravity, but the essential goodness of the human spirit. He criticises with severity the machine-like characer of the present school system, not omitting some caustic words in regard to the kindergarten. Let every kindergartner ask herself if these words apply to little realm: "To see the little fellows put through the mill, as a horse is trained for the circus, all taking the same dinky little exercises, and playing the same woozy little sissy games. Taught, taught, eternally taught to death. * * * And yet we think our kindergarten system is the one solar sun on which there are no spots. I want to tell you it is the most dangerous, because it operates at the most helpless stage of life."

The Rational School which Mr. Calver has in mind is to be modeled to large extent upon that of Franciso Ferrer, the Spanish martyr, combined with the excellencies of Tuskeegee. The author believes with most true educators, that the teacher is more important than the program or curriculum. "I wonder if our educators will ever wake to the fact that the personality of the teacher in the schoolroom is worth far more than all the cut and dried programs, schemes, outlines, and mechanical methods of teaching, so much in vogue in all our schools."

The booklet was published in 1911, before the disastrous war. But what he says still holds good. The price of a Dreadnought would build and pay for many and many a school for the making of superb citizens, able physically, mentally, morally, to cope with any enemy within and without our gates, but altho Mr. Calvert's strictures are just, as applied to the school-systems and to many teachers, yet it is the taxpayer who is most in need of education upon these vital points and as the children of today are to be the taxpayers of tomorrow we believe personally that instead of giving military training in the high schools we should include in our history-teaching the biography of great teachers what constitutes a rational school system. We recommend Mr. Calvert's energetic little book to the attention of the taxpayers of aur country The vast majority of our teachers would be only too glad to put into practice the principles learned in their normal schools. But the system with its overcrowded classrooms kills initiative and freedom of the spirit.

ONE WAY OUT, By William Carlton. Cloth, 303 pps. Small, Maynard & Co., Boston, Mass. $1.20 net. Postage, $1.32.

It is a pleasure to commend to all teachers in American schools this deservedly popular book, which since January, 1911, has passed through nine printings. From beginning to end one is held to its pages. Yet it is but the story of a man, a middle-class New Englander, who at thirty-eight loses his position as book-keeper in a large woolen-house, finds himself too old to find a similar place elsewhere, and under sudden inspiration decides to "emigrate to America" and begins life anew as do the immigrants who come weekly to our shores, and in most cases win out. With the spirit of his pioneer forefathers he goes to work, ably seconded by his splendid wife, as a day laborer, making the home for wife and boy in an Italian quarter.

No one can read this book without a renewal of his faith and love in democratic America, and a better understanding of, and respect for those who work with their hands. Kindergartners will find Froebel's plea that children should be taught to respect all who do their work faithfully and efficiently, well seconded. What America meant to the first settlers, what it means to the later emigrants, what it should mean to all citizens, men and women,—this spirit thrills all through the volume. To the discouraged, the faint-hearted, the self-satisfied, it brings a message of dynamic power. And not the least valuable is the chapter on politics, which should set us all to thinking, and then to helping work out a way to a better citizenship as we ask ourselves, is there not a better way to exhibit patriotism than by simply being willing to fight for our country? The style is delightful.

We give just one quotation which may be of help to teachers in managing their children, whether of the foreign or domestic brand.

The author has himself worked up to being a foreman:

"In addition to taking this personal interest in them individually I based my relations with them collectively on a principle of strict, homely justice. I found

there was no quality if such universal appeal as this one of justice. Whether dealing with Italians, Russians, Portuguese, Poles, Irish, or Irish-Americans you could always get below their national peculiarities if you reached this common denominator. However browbeaten, however slavish, they had been in their former lives this spark seemed always alive. However cocky or anarchistic they might feel in their new freedom you could pull them up with a sharp turn by an appeal to their sense of justice."

ENCYCLOPEDIA OF SUNDAY SCHOOLS AND RELIGIOUS EDUCATION. Three volumes $15.00 the set. Thomas Nelson & Sons, 381-385 Fourth Ave., N. Y. City.

These three handsome, well-made volumes, represent the result of the ripest experience and practical knowledge upon all phases of religious education and Sunday school work. In compiling it, care has been taken to consult the leading authorities in our own and other countries, concerning the problems connected with religious education. The editors-in-chief are John T. McFarland, D. D. L. L. D., and Benjamin S. Winchester, D. D., in consultation with some eighteen or more other authorities representing different denominations, such as George A. Coe, Jesse L. Hurlbut. The Canadian editor is R. Douglas Fraser, D. D., while Rev. J. Williams Butcher, represents Great Britain. The ground covered includes history, pedagogy, organization, architecture of Sunday school buildings, and other material, practical and theoretical. As stated in the prospectus, you may meet here with more than three hundred great men and women, in a perpetual convention. It contains over 600 articles written by 300 editors and contributors, each one being a specialist on his subject. "It will answer your Sunday school questions. It will solve your Sunday school problems. It will tell you how the great Sunday schools have been organized and what made their success. It will show you how your Sunday school can be made so successful that it will take a commanding place in your church and community."

Information has been sought from all quarters irrespective of orthdoxy, Mrs. Felix Adler contributing the articles telling how the Ethical Culture Societies meet the children's religious needs.

Each article is followed by a bibliography of reference-books and cross-references abound in the text.

We select at random some of the questions which receive answers in these volumes: "How may music be made a factor in religious education?" "Why do children imitate?" "What is the modern view of restlessness in children?" "Have amusements any place in the Sunday school?" "How should falsehoods in children be treated?" "Why do boys leave S. S?" "At what age does biography interest the child?" "What is the place for story-telling in the S. S.?" "How do you teach sex education in the S. S.?" There is a well-illustrated article on the Boy Scouts, by Sir Robert Baden-Powell, and one on the Juvenile Court by Judge Ben. B. Lindsey. Surely every up-to-date Sunday school library and normal school may well expend some of its funds to possess this invaluable source of practical help and inspiration, not only for teachers and superintendents, but for parents also.

SHADOWS

B. J.

The grasses' shadows are tiny,
And baby's too, is small;
But a fairly good-sized shadow,
Casts a tree or a steeple tall.

Far away in the great Hartz mountains,
A man on the Brocken high,
Casts a most gigantic shadow,
'Gainst the mists of a clowdy sky.

But of all the many shadows,
The biggest and friendliest quite,
Is cast by our Earth, and in that we sleep,
When we go to bed at night.

MY NEIGHBOR

Mrs. J. W. Meek, Camden, Ark.

I have the nicest neighbor
Who lives across the way,
Always so bright and lovely—
A pleasure every day.

DEATH OF SUSAN E. BLOW

In the death of Susan E. Blow, which occurred in New York, March 27th, the kindergarten cause has lost one of its ablest champions and the world a woman of unusual worth and influence. She has long been recognized among kindergartners as the leading kindergartner of this country.

She had spent the winter in New York giving lectures in the post-graduate department of the New York Kindergarten association. The funeral was held in St. Louis, Mo., her former home.

It was in St. Louis that Miss Blow gave her first services to the cause of education. A woman of leisure and wealth, she gave her services without remuneration, for 12 years, to the public schools of that city, the first city in the United States to make kindergartens an integral part of the public school system.

Many of the leading kindergartners and the heads of kindergarten training schools today received their early training under Miss Blow.

In December, 1904, and again in 1905, Miss Blow delivered fine courses of lectures before the kindergartners of New York, under the auspices of the Kindergarten Training school, and her death comes as a deep personal loss to the faculty of the local school and her many friends.

ATLANTA, GA.

A children's pageant in July, in which a thousand little ones will take part, will be one of the features of an evening session of the forthcoming council of mission workers of the Methodist church, south, to hold here April 12th to the 20th.

HINTS AND SUGGESTIONS FOR RURAL TEACHERS

CONDUCTED BY GRACE DOW

DEAR RURAL TEACHER.—In undertaking this department I trust that my somewhat extended experience in rural schools and my subsequent normal training and city school work may assist me in making it practically helpful to you in your work with the little children. I understand the tremendous tax upon the time of any rural teacher who is trying to do good work, the wide range of studies, the constant temptation to neglect the little ones for the apparently more pressing need of the older classes and the lack of equipment necessary for the best work. My hope is to assist you to secure better results with the small children, and I shall unhesitatingly recommend the intelligent use of kindergarten material as likely to produce the best results with least expenditure of time. How to use this material, what to select, what substitutes, etc., will be discussed from month to month in these columns.

APRIL

"What we make our children love and admire is more important than what we make them learn."

HONESTY

This topic may be used for morni ng exercises, at this time when the children are again beginning their outdoor games. No one enjoys playing with a boy or girl who cheats. All the fun of a game comes in playing strictly acoording to rule. Victory dishonestly obtained isn't fun to the victor, or to the ones who participate in the game.

The following may be used for a written or oral reproduction story:

"Once a captain of cavalry in German was ordered to go out with his men in search of food. He went to a region where lived an old man in a cottage. "Show me a field where my troops may forage," said the captain to the old man. The old man led the captain along the road. Coming to a large field of wheat the captain said, "Here is wheat which we need." "Follow me farther," said the old m an.

They finally came to another large field. "You may have all you need from this field," said the old man. The men dismounted, cut the grain, and took it away. "The other field was as good as this," said the captain. "Why did you walk so far?" "Yes," said the old man, "but that field was not mine."

"Wouldst thou be a true man,
Thou must be quick and bold,
When the right is to be done,
The truth is to be told."

EASTER EGG HUNT

The following exercise may be given to the children the last Friday afternoon before Easter. Place a number of birds' nests in different places in the room. Each pupil at a given signal is to find a nest, and take it to his seat. Then the hunt for the eggs should begin. We suggest that candy eggs be used for this purpose. The children are given a limited time in which to search for the hidden eggs, and at the end of the allotted time each is to place his eggs in his nest, which he is to take home with other Easter work.

BUSY WORK

Make Easter booklets or bird books. Cut and make kites, windmills, chicken-coops, boxes for hens' nests, baskets for Easter eggs, umbrellas, flower pots, and a number of garden tools,—rake, shovel, hoe and spade.

Draw and paint the lily and early spring flowers.

Sewing cards suitable for April should be used,—the rabbit, chicken in half shell, lily, flower basket, and other simple flower designs.

SEAT WORK SUGGESTIONS

Make a list of objects in the room beginning with a, with b, with s,—etc.

From a paragraph mentioned select all words of one syllable.

Make a list of all animals clothed in fur.

All animals clothed in hair.

Lay designs in peas or beans in imitation of blackboard drawings.

Name four things a cat, a dog, a horse can do.

Name five things having a rough surface, a smooth surface.

Draw circles or squares and by means of inside lines or circles make a number of designs.

Write the names of all birds known, all flowers, all trees.

PICTURE STUDY

DIVINE SHEPHERD—MURILLO. . .

Murillo was a native of Spain. In his boyhood he earned his living by working for artists, cleaning their brushes and preparing their colors.

His early pictures are of Spanish beggar life and it is thought if he had continued drawing street scenes he would not have been excelled by any one.

His later paintings are strongly religious in character.

The Painting—Tell the Bible story of the Good Shepherd. Dwell upon the expression, "a little child shall lead them" as one of the lessons to be learned in the study is that of kindness to animals.

What figures are most prominent?

What is the duty of the shepherd?

What use does he make of the crook?

Why were shepherds needed in ancient times?

Why not at the present time?

In connection with this study tell them of great men who loved animals and birds, and tried to soften the hearts of their fellow-men toward them.

The stories of Lincoln putting the helpless bird in its nest, and freeing the pig that had been caught may be given.

Martin Luther, the great reformer, wrote: "Christ makes the birds our masters and teachers, so that a feeble sparrow, to our great shame, stands in the Gospel as a doctor and preacher to the wisest of men."

The hymn, "Jesus, Lover of my Soul," written by Charles Wesley was inspired by a frightened bird that flew through his open window during a storm and nestled in his arms.

"He liveth best who loveth best
All things both great and small,
For the dear God who loveth us,
He made and loveth all."

IE KINDERGARTEN AND COMMUNITY ORGANIZATIONS

Cooperation between community organizations and e kindergarten is an important item of progress as corted to the kindergarten division of the U. S. reau of education.

In California the parent-teacher associations and ndergartners, working in cooperation, carried rough legislation which has led to the establishment kindergartens in a number of towns where none isted before. In Idaho, a state campaign is now on make the kindergarten a part of the public-school stem and the parent-teacher associations are tively at work. New York state reports similar operative effort.

The new movement is an acknowledgment on the e hand that the growth of kindergartens is depennt upon public sentiment, and on the other hand, at organizations like the Mothers' Congress realize e vital importance of the kindergarten as a part of y program for child conservation. It is felt that thers and mothers enrolled in the parent-teacher asciations will be a vigorous force in creating sentint for the kindergarten. Similarly kindergartners various parts of the country will be able to make the ndergarten mothers' clubs a part of the national ganization of parent-teachers associations if they desire.

The most recent example of cooperation is in assachusetts. At the annual meeting of the assachusetts branch of the Congress of Mothers and rent-Teacher Associations all the delegates pledged emselves to work for the extension of the kinderrten. The first work will be to ascertain the present atus of the kindergarten in Massachusetts. The estions asked are typical of the work state organtions can do and are, therefore, given herewith:

1. Are there kindergartens in your city or town? .....
   How many? . . . .
2. Have there ever been kindergartens in your town which have been discontinued?.....
   Why discontinued? .....
   .....
3. Have you found the kindergarten a valuable part of the school system? .....
4. Have you any criticisms or suggestions to make? . . . .
   .....
5. Have you parent-teacher associations in connection with your schools? .....
6. Through the cooperation of such associations could any steps be taken to establish kindergartens, or to improve those already in existence? . . . .
7. Do you desire any literature on the kindergarten? . . . .
   Speakers and literature can be supplied by this committee.
   Any answers or suggestions you make will be most gratefully received.

The character of the cooperative work to be done is indicated in an outline prepared by the home education division of the bureau of Education, with the aid of the kindergarten division. According to the outline a mothers' club or parent-teacher association will:

1. Add to the social life in your community.
2. Bring about a better understanding between the parents and the teachers in the school district.
3. During the winter months be a means of bringing the neighbors together in order to discuss such subjects as:
   a. Child nurture and home making.
   b. The sanitary conditions of the neighborhood.
   c. Improving and beautifying the conditions in and about the school-house.
   d. Wider use of the school-house for moving pictures, lantern slide lectures, concerts, socials, popular courses in cooking, sewing, etc.
   e. The establishment of a community library.
   f. The improvement of roads and a better water supply.
   g. Simple food and clothing.
   h. Providing useful and beneficial recreation for the children out of school hours.

WHICH SHALL IT BE?

JEANIE ROGERS SHERMAN,

Now there isn't a girl or boy of you
  But what will laugh yet for all it is true,
That two little elves by each of you stand,
  With Magical brushes in either hand;

And they paint your faces—"how do I know?
  I never have seen them"—true, that is so;
But I've read about them, and know quite well
  How the work is done; if you like I'll tell.

Let one of you smile; the elf at the right
  Dots down some dimples, scarce seen at first sight.
But laugh again, hearty; laugh every day—
  Soon even tears cannot wash them away.

Now the elf at the left I fully despise;
  He draws ugly marks between your two eyes,
And always seems glad when you are real cross;
  I think should he die, it would be no great loss.

Though 'tis not pleasant to have him about,
  Yet he cannot harm you, I know, without,
You give your consent; then quickly he'll trace
  A line for each frown he finds on your face.

And so in good time we shall all of us grow,
  Ugly or handsome—'tis sure to be so—
Whether suited or not, we cannot complain
  Of those two tireless workmen, the elfins twain.

FOOD FOR YOUR BABY AND MINE

The folowing sympathetically told story is worthy to be read and discussed at mothers' meetings. May it save other well-meaning folk from making a like cruel mistake:

WHY CHIVALRY IS NIPPED IN THE BUD

He was a little, eager eyed boy in a Scotch cap. The Woman Who Saw had noticed him the instant she boarded the car, because there was about him such a pronounced air of expectancy. When she took the last vacant seat beside him he gave a comically great sigh of relief.

"Mother," he said, in a happy little voice, "the car's all filled up now. If an old lady or a lady with a baby gets in I can give her my seat, can't I?"

"Yes, dear," said his mother. And then, catching the interested gaze of the Woman Who Saw, she smiled.

I've been instructing my son in the duties of a male citizen to the community," she said, parenthetically. "This is the first chance he's had to put my teachings into practice, and we are so afraid that the ladies with babies will all stay home today."

Indeed, that seemed to be the case. As the car went on the scarcity of eligibles for the little boy's seat became more and more marked, and his anxiety increased apace. It seemed almost as if there were no ladies with babies left in the world. At last, however, the car stopped to take on a passenger; and instantly the would-be knight was on the alert.

"It might be a lady with a baby," he said hopefully.

But it was not a lady with a baby. It was a ruddy cheeked, motherly lady, who immediately made the Woman Who Saw think of molasses cake and a sunny kitchen with a canary bird. The little boy watched her make her way toward a strap in the centre of the car, his disappointment changing to deliberate calculation.

"Mother," he said, "she hasn't got a baby—but she's a lady. Can I give her my seat?"

His mother said that he might and that he was not to forget to tip his hat. The Woman Who Saw could not help wondering how one would tip a sailor hat held on with elastic under the chin; but the little boy solved the problem very efficiently. Standing before the motherly lady, he raised both hands to his hat, and, lifting it an inch or two from his head, allowed it to snap back in place.

"Please," he began, radiating importance. "Beg your pardon—there's a seat up here."

The motherly lady looked down upon him, smiling a great motherly smile.

"Well, well," she said, in a hearty, mollasses-cake voice. "Is there!"

"Yes," said the little boy, happily. "It's my seat."

With intense gratification he led the motherly lady down through the car, and watched her insert herself tightly between his mother and the Woman Who Saw. Then he stood and surveyed his work in satisfaction. Only a minute was he permitted to enjoy it; for the motherly lady, having arranged her goods and chattels to her liking, reached over and caught her youthful knight in her arms.

"Now," she beamed, "just for being such a good little boy and giving me your seat you're going to have a seat too!" And oh, horror of horrors—she lifted him upon her lap!

The instants that followed were fraught with a terrible intensity that made the Woman Who Saw think of the minutes preceding an electrical storm in summer. However, the little boy stuck to his post of ignominy valiantly, although the Woman Who Saw, watching, could see that it required great effort. It was when the motherly lady, sublimely unsuspecting, had gone on her way and set him down in his own seat again that he turned upon his mother, and she quailed before the accusing light in his eyes.

"I gave her my seat!" he said in a terrible undertone. "I gave her my seat and she made me sit on her lap, like a baby! I wanted to stand up like a man! I don't care now if everybody in cars is old ladies or ladies with babies! I won't get up and give anybody my seat! Never, never!"

The Woman Who Saw could not exactly blame him. Could you?—The Woman Who Saw in N. Y. Evening Sun.

INFANT WELFARE WORK IN CHICAGO

The voluntary organizations initiating the work found that merely to provide clean, pure milk, did not reduce the death rate.

It was necessary to send nurses into the homes of less fortunate people and teach them the first steps in hygiene. The results were immediate. Foreign-born women were very grateful for aid given by nurses and doctors. Milk stations were gradually eliminated and child-welfare stations took their places. Here women bring their babies for the first two years of their lives.

Points to be combatted relate to superstition. Poor people with little coal like to conserve it, and do not always understand that pure air can be heated readily. In a like manner women had superstitions about removing the accumulation in the hair. Some think it is "good luck." To enlighten is to overcome traditions of the grandmother, with her accumulated lore of generations.

Work is done where the death rate is the highest. There are twenty-one infant welfare stations in Chicago. There are from 50,000 to 60,000 births yearly in Chicago. There are 300,000 deaths yearly in the United States, of babies under two years. The death rate of twelve to fifteen per cent has been cut down to three per cent where infant welfare stations are in operation. More than 9,500 babies have been cared for at these stations in Chicago.

In New York the infant welfare stations are supported by the municipality. In both of the great metropolises the work is for the well baby. It prevents rickets in chidren. Breast feeding of babies is strongly urged.

SOUTHPORT, CONNECTICUT

Mrs. J. Nelson Bulkley has established a new kindergarten here.

THE MOTHER OF OUR CHILDREN

CARRIE A. RITTER, 1301 W. Onondaga Street,
Syracuse, N. Y.

Why the mothers rather than the fathers? Only because in our experience we have come more in contact with the mothers. We have had especially to do with the children who do not keep up with their classes in school, who have to be tutored after school hours to do even tolerably well or those who do such poor work in school that the teacher cannot be bothered with them and that still more needy class—the backward and defective. So it is that we meet the mother usually, the father being at office or shop.

We wonder if often the mother is not to blame for some of the childish troubles, if many are not caused by improper food, lack of sleep, over-excitement from too much or too long play or from too many amusements.

One of our great difficulties has been to persuade the mother to admit the fault or defect in the child, or its inability to learn certain branches, to get her to allow us to train along those lines where the little one can progress and to leave out other lines. One mother seemed to think there was no use trying to teach her daughter anything because she could not "spell" nor have we secceeded in convincing her that we have seen grown-ups who could do a great many things very well, who could not spell. A person who cannot spell, may yet be able to read understandingly.

Relatives, but especially mothers, will try to make you believe all sorts of queer statements about their children. "Rose was smart enough until she went into Miss Long's room. The poor child can't get on with her at all. Miss Long is mean to Rose and will not hep her, her father has to work all her examples after he has been at work hard all day, too."

"Paul was all right when we lived in the other part of the city and he went to Marshall school. The teachers never found fault with him there. Miss Peters, the principal, told me herself what a bright boy he was. Then we moved over here and he goes to Webster school, it's trouble all the time."

"Andrew was as cute a baby as you ever saw, bright, too. Of course he isn't *just like* other children, he did not talk until he was five years old, he doesn't talk *real* plain now."

Investigation generally proves that Rose attended to everything except her legitimate work, that Paul has made trouble everywhere he has been, being a pampered only child while poor little Andrew shows to your trained eyes the effects of disease almost from birth, probably infantile paralysis.

In all these cases the mothers undoubtedly know they are giving misleading statements but hate to admit the child or the home training at fault.

You mothers might as well own it at the beginning. It is not a curse of God. It is a misfortune, whether it could have been prevented or not, whether it can be remedied or must be endured. The thing to do is, as soon as possible, to set about doing whatever can be done. The sooner the special training can be started, the easier for the child, the teacher and yourself, and do not be surprised if you see no marked results for a year, the progress must be slow. A teacher of backward children writes, "Their span of attention is so short. Our whole work must aim at building a longer and longer span. If I can interest this child in working for ten minutes on something that previously he would not work on for five minutes, I can see he is improving."

It was a crusty old bachelor who said that every child should be taken from its parents in infancy and brought up by some other parents because almost everyone would make a better job bringing up another's infants, not only because, like the clucking hen, they are so proud of their own, especially an only own, but because of the resemblance in disposition between parents and children—we condemn things in the little ones which they inherited.

Mothers mean to be fair but to their minds their children are just a little different, a little finer than the common herd. Mothers may deny they think so but just you find fault with their kiddies! As one Irish woman puts it, "My four are little devils for getting into mischief." Just let somebody else say that about hers.

When we are trying to help those who cannot keep up with their grade work, we repeat we have especially to contend with late hours resulting in so little sleep that the child is dull and yawns, depressing his neighbors; improper food; insufficient encouragement at home and now—the movies, with far too often plays that arouse, especially in the abnormal, a peculiar horror, an excitement and an absorption difficult to explain, more difficult to overcome.

On the food question, much might be said. If the child has not a good appetite as we have often found to be the cause with our backward and defective pupils, the mothers will let them eat whatever they fancy without regard to its nutritive value or how it may disarrange digestion. Instead of having the little the child will eat of a sort that shall be attractive to the sight, taste and smell, yet be wholesome, the child selects what he pleases, eats irregularly and in quantities to suit his fancy.

One pupil in whose home we taught, demanded a meal along in the middle of the morning, presumably she had had a breakfast, the mother was governed by the child and prepared at her direction a good-sized bowl—not a cup—of strong coffee. With this she took various solids, one of the favorites being pie-crust, baked in a sheet, fresh and warm from the oven.

This same family always ate in a hit and miss fashion at any hour convenient. The two children would consume at one meal a quart of canned tomatoes and very little besides. The father enjoyed working about his house or yard after his work on the railroad, so in summer supper was postponed until he could not see, when the family would sit down to

beefsteak with mushrooms or strawberry shortcake at 9 P. M.

One mother tells us that all through her daughter's high school days she usually ate only a banana or drank a glass of milk for breakfast. And on this the child was expected to work well all the morning, no wonder now that she is a woman with nerves worn to a frazzle.

Even people ho seem anxious to do all within their power to assist their children, cannot seem to realize that the food along with the manner and regularity of giving it, make any difference in the quality of mental work done. There may be children, who like goats, can eat everything, but it is not always wise to try the experiment.

A pupil was telling what she had for breakfast, "first, some medicine," of the tonic order, "I call it coffee," she explained, "then fried cakes and milk." "Why not bread and milk?" we inquired.

"Oh, I don't like that. Mabel (her sister) likes bread and milk but I want fried cakes." But then, who can blame a child, we know a college professor who prefers the same breakfast.

It is positively no use to try to convince most of the parents of the harm they may do. This child mentioned was a case of many troubles, but especially of mal-nutrition. Do you wonder Professor Witmer wants to place some of his special class in a boardin-home where his orders will be obeyed, before conducting his experimental work?

Our orphanage with an average of two hundred children, has not had a death in four years, also comparatively little severe illness. Could you beat that among an equal number of children in homes, where they have been, supposedly at least, born under more favorable conditions? Does not this point towards the value of regular habits of sleeping, eating, playing and studying?

A mother may do much to encourage or discourage her child in his school work by the manner in which she criticises or supplements the teacher. When her boy brings home papers from school, if she instead of looking at the lessons and commending good results, goes on conversing with a neighbor, "Yes, Mrs. Jones told me that you said—Run along, I tell you, Jack. Mother can't be bothered with your paper. Can't you see she is talking," and when at supper-time the boy wants to show the paper to Father and begins to hunt for it, she exclaims, "Oh! your old paper. I stuck it in the stove," the child has met with a tremendous disappointment, he is not going to come to her for sympathy again in a hurry. The child should not interrupt important conversations but time should be found to look at his work.

The same parent probably talks of the child's possessions as "trash" or "truck" and throws them away at her pleasure, not realizing they are as important to him as her Haviland china to her, so he loses his respect for everybody's property.

One writer says, "Mud pies, houses of cards, doll-houses, pop-guns and kites are to us grown-ups trival matters but they are often filled with tragic importance to the child. Perhaps some day when we view all things in the unchanging light of eternity, our adult hopes and large ambitions, our latest discoveries, our railroads, canals and games of empire, will seem as trival in their objective importance as do those games of childhood."

Yet there's such a thing as helping your children too much in their school-work. Make them independent in all things only assist them to use their own powers. Doing the work for a child is of no value to him, learning him to concentrate and work things out for himself is of use.

The mother of three was recounting her experiences. "We have a regular school at our house every evening. I have to help Grace with her algebra and Latin, Marion with her grammar, she could not do a thing with syntax until I taught her. The lady who lives with us, is better on composition and history than I am, so she takes hold and helps Grace with those. Robert brings home his arithmetic for me to show him about that so we keep it up all the evening. I can't get any sewing done. I tell my husband I do not know how children whose mothers cannot help them, ever get along. I want to go to the church next Tuesday night but what will the children do about their lessons?"

She does not realize she is overdoing superintending of home lessons, that she is making the children feel they cannot get their work done unless mother is there to be asked something every few minutes. Through life Mother is not going to be always at hand to tell them how to do things, it is well to get practice in reasoning for ourself, we are fitting children for life. Of course mother can offer suggestions about the algebra, grammar, arithmetic and help over hard places but *not too* much or to the total neglect of her own work and pleasure.

It is too like the story of the woman who could not possibly leave home for a half day with a friend, as she had to solve Harold's problems in algebra, look up historical topics for Isabel and selections for little Henry to speak, press Isabel's botanical specimens or translate Nellie's French. The friend urged her to come that morning but she could not, she was "going to the swamp to catch a large green frog for Robert to take to his biology class that afternoon."

There are plenty of mothers, fathers, too, who train their children beautifully, who know how to get their best from the young people, who teach them to do their work in school and in the world thoroughly. We wonder if these do not get their recompense later in life, if the children do not repay them in care and devotion for the training and love given in childhood.

Once there was a family of seven boys, who grew to womanhood and had families of their own. We saw the mother one day, a frail little old lady then, who impressed one by her very smallness and fragility beside her six-foot sons. We wondered how she controlled those seven growing boys for they say she was the governing power in the family. Some mothers admit they cannot manage one! Then the father

ıe in, physically smaller than any of his big sons, you should have seen the difference of those great ows for both father and mother. There were ıily reunions in the last years of the parents' lives ere the "boys" came hundreds of miles to be to-her, and between whiles what delightful round-in letters they kept going. That is the kind of ıg to remember.

The employees in the office of a certain large manu-turing concern tell their story—One day a little man came into the outer office. He was an rgetic yet quiet, inoffensive appearing man with wy hair and whiskers. He wore the blackest of adcloth and he carried a cane which he did *not* , he was the kind of man one looks at twice and ıembers.

I wish to see Mr. H," he said naming the president the company.

He's busy, have a chair," curtly replied the youth attendance.

But I wish to see him now, I's in a little of a hurry. 's my son."

Can't help it," said the young fellow with the ciousness born of a new job and a great sense of importance. "We have orders not to interrupt en anyone is in the office. You will have to wait," continued airily.

Very well," mildly.

So the old gentleman took a chair and waited iently, he looked over the magazines on the table, peered out of the window at the traffic of a busy eet while the clock on the shelf in that sumptously ough plainly furnishd room, struck quarter hours after another six times, it was a long interview. Then the inner office door opened, the chief was wing out the visitor. "What! you here, father, how g have you been waiting? I thought you were ng home on the four o'clock?" That was all the rk heard as the door closed on father and son, but ıe knew four o'clock had gone while the old gentle-ın waited.

When the elder Mr. H. was gone, the chief called the youth. "When my father comes, he is to be t in at once," he said.

But someone was there."

That makes no difference. When my father comes, is to be admitted at once."

But I knew it was probably an important deal," bligized the clerk.

It was, that makes no difference, no deal is so im-tant that my father may not hear it. You did not derstand this time," the brown eyes lost their rnness, "See he is never kept waiting again."

And you bet we all remember how to treat Father when he comes to the factory," finished our in-mant.

So the little old man comes and goes; because of the 's deferential manner the office force has gained pect not alone for this white-haired father but for elderly members of their own families. The busy cessful head of a great concern has taught them a son in filial respect and incidentally a respect, too, for the man who treats his father as an honored guest.

We have sometimes since wondered if it was because there were six of these children that as a family, they were devoted to each other and to their father, (their mother died when they were very young.- Would one get the same deference in an only child? Sometimes—maybe! Big families knock off each other's corners, they watch over and criticise faults, it may be a more strenuous existence but is it not good for the individual?

We saw this same old gentleman at the graduating exercises of the class in which was a grandson. The family were all about him but his two sons managed to get the choicest places next to Father like two youngsters. This is the sort of family devotion one enjoys seeing because it is none too common.

Three sentences from Herbert Kaufinare's "Neighbours" might well be mottoes in child-training:—

"Good breeding is not an inheritance but a habit."

"Kindness, consideration, repose, courage, unselfishness and self-control have nothing in common with money or monograms."

"Decorous bearing, quiet demeanor and soft speech are within every man's reach."

Yes, within the reach of every normal child and most of the abnormal, if properly taught.

But mothers will go on buying soldier and Indian suits for their boys, teaching them the roughest plays that go with these clothes. Instead of teaching only the fighting between soldiers, playing bang-bang to kill somebody, why not teach that obeying unquestioningly is a great part of a soldier's duty?

Why not instead, as Indians, of allowing them to yell, to tomahawk, to burn at a stake, teach to be brave, to bear physical pain without howling at every little knock, to endure what must be without grumbling, to be subject to those in authority—these things are the better part of an Indian's training? Teach these if you *must* have rough sports. Why not as well train your children to imitate good things, gentle manners, and kindly speech? We know a mother who taught her boy to bang all his play things when he was very small, to throw a ball as hard as he could even if it hit somebody or the woodwork; as he grew older she encouraged him to be rough in all his play, helped him to be a little Indian in dress, even had his picture taken in an immense feathered head-dress, then bought him cowboy suits and again fostered harsh play. Yes, he is the noisiest boy in the neighborhood and destructive, boastful and arrogant with younger companions and way behind the grade he should be in school, he knows only play not lessons. Is this the way for a mother to train her child? Why not gentle-manliness and thoughtfulness for others, these will tell all his life? Of course a child, a boy especially, wants play, hard play to develop his muscles but it does not need to be such as shall make the whole neighborhood quake.

Sometimes the mother shirks responsibility by saying, "Oh, Tom will be all right after he goes to school for he will have to learn to obey there and will find out he is not the whole thing. We have rather spoiled him, you know." So she tries to put the responsibility and the result of years of spoiling off on the teacher..

All honor to the true mothers. Let us hope the others will make up for their mistakes before their children are entirely grown-up.

VALLEJO, CALIF.

Vallejo's kindergarten was opened in charge of Miss Florence Morrison of Oakland, March 14. She had forty-two children in her two classes.

Adversity is the diamond dust Heaven polishes its jewels with.—Leighton.

A man cannot leave a better legacy to the world than a well-educated family.—Thomas Scott.

FIGHT THE FLY. Your school can help. Literature, directions for making a fly trap, and suggestions for organizing a Fly Campaign furnished upon request.

EDUCATIONAL DEPARTMENT

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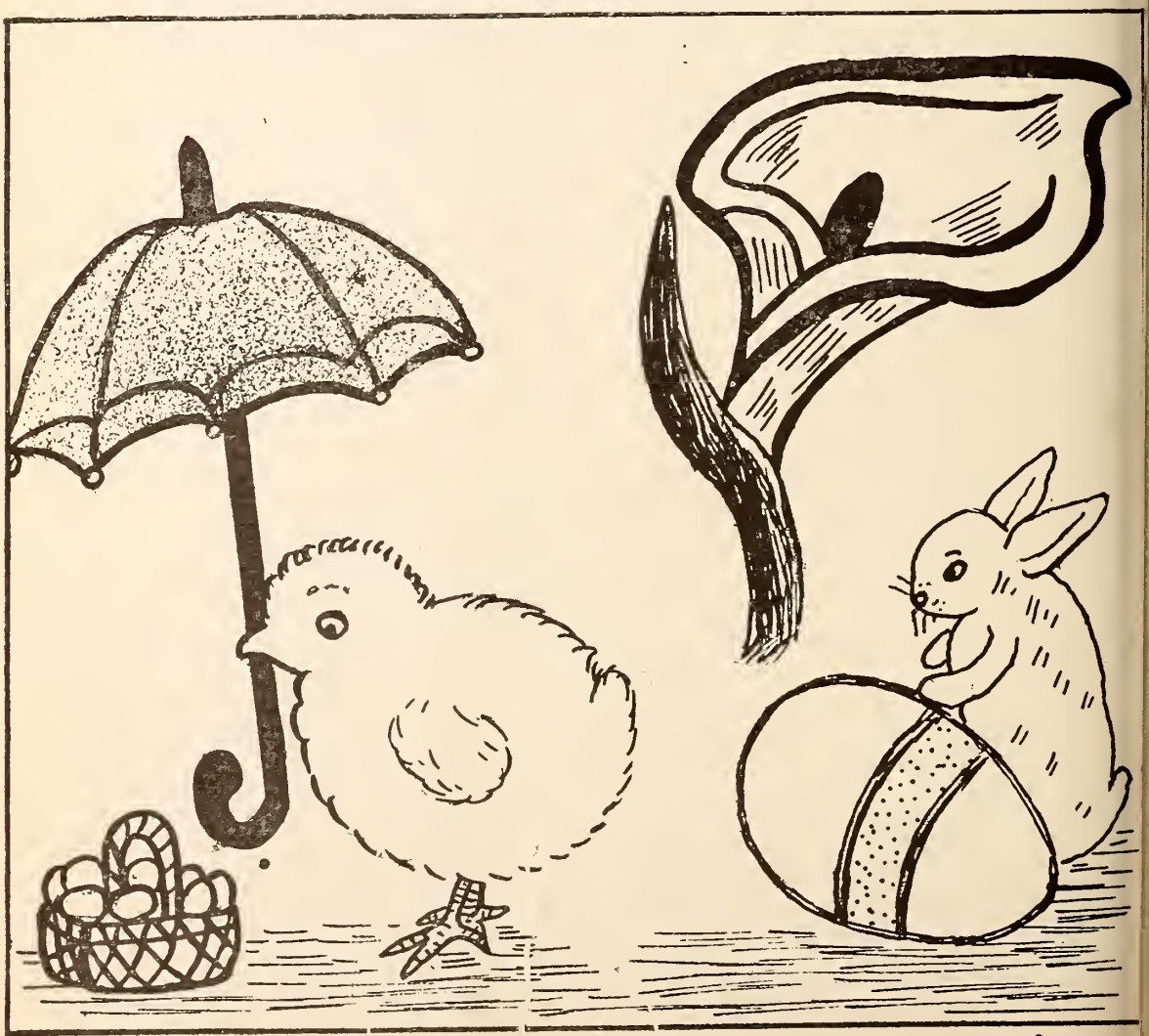
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JOLIET, ILL.

Women's clubs supportng the kindergarten yesterday carried their fight into the open. As a part of the baby week demonstration, two hundred members and others heard S. W. Baker, superintendent of schools of Manistee, Mich., tell of the operations there. He told the women that children from four to six years began to form habits of a lifetime. To train them into ways of taking an education, he said, is an efficiency move.

"The public school is the greatest melting pot in the nation," said Mr. Baker. "There is no other single agency that so builds up the nation. In Michigan children have been admitted at five years of ago. Under a recent law they may be admitted at four years." He said that in teaching cleanliness, order and obedience, the kindergarten lays the basis for citizenship. It prepares people of foreign birth for participation in a democracy, and feeds the public school system.

The ideal kindergarten system, he explained, comprises:

Enter at four years of age, with part time instruction and play. At five years the child gets sub-primary and from that period forth slips into the life of school without a perceptible break. He becomes familiar with the elementary form of geometry, he said, learns counting and measuring by the eye, that brings self-activity to the child.

In a broad way, the kindergarten prepares for vocational education, he said. Children from homes less prosperous get standing and acquaintance that they can carry thru life. It is difficult to determine which class, rich or poor, gets the most benefit. All get individual development, when trained at the start by experienced students of child life.

Mr. Baker announced that the system was installed with some difficulty at Manistee. First, it was tried out on a small scale, as has already been done in Joliet. Later, the board made the innovation general. State laws provided for the system everywhere in Michigan.

In carrying on the experimental work, Professor Baker recommended further extension of the less prosperous sections of the city.—Joliet News.

In these times we fight for ideas, and newspapers are our fortresses. —Heine.



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BALTIMORE, MD.

A meeting was held last night at McCoy Hall by members of the Baltimore Kindergarten Club and their friends to discuss means of perpetuating the work accomplished during the recent Baby Week and to foster a more intelligent appreciation of the physical, mental and moral needs of the adolescent boy and girl. Experts in each branch had been invited to speak, in order to insure an adequate treatment of the various phases of chid life.

The chief speaker was Jacob M. Moses, former judge of the juvenile court, who took as his subject "How the Juvenile Court May Protect the Young Child."

"My message tonight is twofold," said Mr. Moses. "First, enact an adequate contributory delinquency or dependency law, which will fix the responsibility of parents or others for the acts or conditions of the child. Second, place dependent young children in homes whenever possible and not in institutions A step in the right direction would be the passage of an adequate contributory delinquency and dependency law which would hold the parents legally responsible for the child, who frequently is the victim of heredity or environment. It is not only unjust but absurd to punish the innocent child, while the real culprits go free. Dependent young children should be placed in good homes instead of institutions, because the family life is the natural life for the child. A good home is better than the best institution, but, of course, a good institution is better than an improper home.

"The juvenile court should insist upon placing the young child in a good home and the state should pay for its board and maintenance. The state stands *in loco parentis* and it cannot discharge its obligations by confining the child in an institution. There must be adequate supervision and visitation until the child is self-sustaining and is well started upon its career."

Miss Mary E. Lent head of the Instructive Visiting Nurses' Association, spoke upon "Home Visiting," strongly advocating this means of reaching both parents and child. Miss Mary B. Steuart, field sec tary of the Children's Playgrou Association, discussed the wo done by this society, and the wo of the Maryland Public Athletic L gue was presented by its direct Dr. William Burdick. Isaac Aar son, representing the Jewish set ments, discussed the uplift wo possible among the slum childr and the position of the kindergar in social work was the subject Miss Bessie Taylor. An interest

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Negligence is the rust of the soul, that corrodes through all her best resolves.—Feltham.

feature of the evening was motion pictures showing the various kindergartens of the city in action.

The Kindergarten Club, of which Miss Sue Collins is president, comprises about 90 members, and regular monthly meetings are held at the clubrooms of the Woman's Christian Temperance Union. Plans are already under way for the annual Play Festival to be held the last of May.—Star.

Paper bugles, handsomely decorated, also have been made for the store, and the children are busy almost every day making other pretty things.

Of course no money changes hands at the store. Not even stage money, nor is any bargaining in terms of dollars and cents done. But the children enjoy the make-believe shopping trips they indulge in before and after school sessions.—St. Paul News.

"Education is but the interpretation of life. We should teach truth, beauty and the spirit of freedom in our schools, and the principles of love and service."—Mary C. Bradford, state superintendent of schools, Colo.

Consider the lilies of the field, whose bloom is brief.—We are as they; like them we fade away, as doth the leaf.—Rossetti.

I would desire for a friend the son who never resisted the tears of his mother.—Lacretelle.

Every young man would do well to remember that all successful business stands on the foundation of morality.—H. W. Beecher.

Murmur not at the ills you may suffer, but rather thank God for the many mercies and blessings you have received at his hands.—H. L. Wayland.

Of all vain things excuses are the vainest.—Buxton.

Experience joined with common sense, to mortals is a providence.—Green.

There are more things in heaven and earth than are dreamed of in your philosophy.—Shakespeare.

WHO LOVES THE TREES

First Child—
Who loves the trees best?
"I," said the Spring.
"Their leaves so beautiful
To them I bring."
Second Child—
Who loves the trees best?
"I," Summer said,
"I give them blossoms,
White, yellow, red."
Third Child—
Who loves the trees best?
"I," said the Fall.
"I give luscious fruits,
Bright tints to all."
Fourth Child—
Who loves the trees best?
"I love them best,"
Harsh Winter answered,
"I give them rest."

—Aliee M. Douglas.

SHOWER AND FLOWER.

Down the little drops patter,
Making a musical clatter.
Out of the clouds they throng;
Freshness of heaven they scatter
Little dark rootlets among.
"Coming to visit you, posies!
Open your heart to us, rosies!"
That is the raindrops' song.

—Lucy Lareom.

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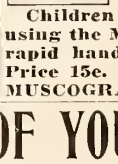
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Mother Play Picture---"THE FLOWER-BASKET"



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J. H. SHULTS, MANAGER.



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MAY, 1916. VOL. XXVIII—No. 9

THE INTERNATIONAL KINDERGARTEN UNION

The 23rd Annuat Convention at Cleveland, Ohio, a Wonderful Success

The 23rd Annual Convention of the I. K. U., which opened at Cleveland on Monday, May 1st, and closed May 5th, proved a remarkably successful meeting. Miss Nettie Ferris, principal of the Cleveland Kindergarten Training school, pronounced it the largest convention ever held by the I. K. U. Many of the delegates arrived on early trains, and were all met by Boy Scouts and escorted to the convention headquarters at the Hotel Startler, where the private dining-rooms on the mezzanine have been converted into registration bureaus, with Cleveland kindergarten teachers present in relays to answer questions. When it is "pay enter" and when it is "pay leave" seem the biggest bugaboos.

Luncheon was served at the Athletic Club tendered by the management and faculty of the Cleveland Kindergarten Training school in honor of the visitors. Mrs. H. H. Johnson presided and introduced as speakers President Charles F. Thwing, Superintendents Frederick and Lynch, and Principal Hiselick, of the Normal school.

Executive Board meetings were held at 9:30 a. m. and 3:30 p. m.

At 8 p. m. an informal conference by the Committee of Nineteen, Bureau of Education Committee, and Training Teachers and Supervisors were held.

Tuesday morning was given over to a visit to the kindergartens of the city, which proved most interesting, and many favorable expressions as to the efficiency of the work were heard.

Tuesday afternoon the topics for discussion were "The Relation of Special Supervisors to Supervisors of Kindergartens, and to Teachers" and "Kindergarten Supervisors From the Standpoint of the Supervised." The speakers were Miss Ella Boyce, of Pittsburg, and Miss Julia Bothwell, of Cincinnati.

The formal opening was given at the Chamber of Commerce in the evening, and proved a very successful meeting.

The meeting was opened by Mayor Davis of Cleveland, followed by an address of welcome by Supt. Frederick of the Cleveland public schools. Dr. Henry Neumann, of Brooklyn, gave an address on "The Wisdom of Life" and "Child Experience," and Fr. Frank Gunsaulus, on "The Kindergarten and the Coming America." Other speakers were Mrs. Charles W. Watson, president of the Cleveland Free Nursery, and Miss Nellie White.

Wednesday was delegates' day. The first meeting was held at 9 a. m. A large portion of the morning was given to a resume of the work in the field. This was followed by appointment of committees.

At 2 p. m., a play festival was given by the children of the Cleveland Day Nursery, and the Free Kindergarten Association kindergartens. This was followed by an address on "Play." At 8 p. m., a reception at the Hotel Startler was given to delegates and visitors.

Thursday morning. Business session, also a resume of work in the Union, and addresses on "The Mother, the Child," and "The Kindergartner," followed by a luncheon and a trip to suburban towns.

The meeting at 8 p. m. was given over to various addresses, all of which proved most interesting and helpful.

Friday morning the resume of work in the Union was concluded, followed by a round table discussion, "General Principles Underlying a Kindergarten Course of Study" and a luncheon.

At the afternoon meeting the officers were introduced and this was followed by addresses on the following subjects: "The Kindergarten, Its Drawbacks, Its Opportunities," "The Forward Vision." All agreed the meeting had been most interesting, helpful and enjoyable, and voted Cleveland the ideal convention city.

SUGGESTIONS FOR THE MAY PROGRAM

By JENNY B. MERRILL, Pd. D., New York City

We will do well to turn to the poets this month to read and re-read what they have sung of "charming May." We can put fresh meaning into their words by living in the open many hours of the day.

We shall visit woods and parks, listen to the birds, gather the blossoms, and breathe in the air and sunshine.

We shall be good to ourselves, and then we will give our best selves to the little ones.

We will try to realize May's message to the world and carry it to the children, not so much in words as in deeds.

What shall they do? They shall skip and play like the lambs.

They shall live in the sunshine if we can find a way.

They shall have a May pole and trim it, and dance around it to their heart's content. They shall have a *garden* and care for it daily.

They shall sing the best May songs we can find.

They shall lead us and we will follow.

We will make what interests them out of doors.

We will try to see with their eyes. We will let them think out their little problems and be patient as they slowly learn to think.

PRACTICAL SUGGESTIONS—MONTH OF MAY

CONVERSATIONS AND STORIES.

So much depends upon environment that it is hard to select topics of conversation for any given day or week.

Customs differ in particular in different localities. Children bring from their home life suggestions which the kindergartner should watch for and build upon. Suppose for instance, a little one comes with an account of some simple home occurrence which is all important to him.

It may be that there is a new brood of chickens, or it may be there is only a new straw hat. Either may be used as a starting point. Do not ignore little points of live interest to the child—not even for the coming May-pole!

The child must have a real live experience to arouse his best expression.

If the children's tales do not connect readily with the topic you wish to introduce, you can adroitly turn the attention at the right moment to a *picture* or story.

A picture or object helps to unify attention by concentrating all eyes on one thing.

For example, as you may wish to have *May baskets* made during the first days of the month, it will be a good plan to have a pretty basket ready to show in the morning circle.

What is it? Children who live in a community where older brothers and sisters make May baskets will know at once, and be ready to tell all about the surprise of finding a "May basket on our bell!" But if there is no such custom known, then the kindergartner must be ready to tell in story form the way some other little children surprise each other on May Day.

Whom could we surprise if we should make baskets like this? Why do children like to make May baskets and give them to their little friends?

What colors shall we have?

There may be interest for several days in May baskets. Some children will come back with new tales of baskets received or made. Encourage this. Some child will recall last year's Maypole. If not follow the plan of making up a story about some children who had a Maypole, telling in detail what they did with it, until the desire to make and have one grows. Then the children are led to offer their little suggestions about how to get a pole, how to trim it, where to stand it, etc.

The interest in the Maypole may last all thru the month.

May is a *festival month* in the kindergarten rather than a day. The children will add new tales as their interest grows all thru the month.

Interspersed with talks and tales about the May pole should be talks about nature surprises for us. Review April's nature work.

If much time is spent out-of-doors, there will be less time for talking indoors.

Talk often of things *seen* on the *walks*. If there is little of nature in the environment put up appropriate spring pictures.

Include young animals as colts, calves, lambs, chickens. Introduce a farmer by name and let his animals be your theme, as:

"We're spending the day
In the pleasantest way
With Uncle Eliphalet Brown;
We may run at our ease,
And do just what we please,
And we never can do that in town!
For "Quack" says the duck
And the hen says "Chuck!"
And the chickens say "Peepity-we,"
And John milks the cow,
Tho' he doesn't know how
And we're happy as happy can be."

Be sure to add several names of flowers to the child's cabulary.

If possible have a corner or box for wild plants and nother for your vegetable garden. Caring for these rden beds wil give opportunities for *nurture* as well for learning names.

Lettuce and radish seeds grow quickly. Many ndergartners start beans, peas, oats and corn. In e city it is interesting to raise a miniature grass ot for dolly. A shallow box is sufficient for this.

All this planting should be in an outside garden if ssible, but even one kind of seed planted in pots eans a great deal in experience to a child if he really kes care of it.

Arbor Day, Bird Day and Memorial Day all come is month and are of interest if made personal. eneralities do not appeal to the child mind.

Arbor Day means *Tree Day.* Tell a story of an corn that grew to be a great oak tree. Shall we lant an acorn in the woods?

Who cuts down trees?

What for?

If we cut down trees to get wood, what must we do o get more trees? Today every one must help plant rees.

Why do children like trees? They like to climb. They like them because they make shade to keep us ool in summer. They like trees because apples and ranges and peaches grow on them. Let the children ell of all the fruit trees they know. Have pictures of rees and birds for room decorations.

Treat Bird Day in similar fashion to Arbor Day. Tell stories of pet birds, the canary, the pigeon, the parrot.

Imitate bird notes.

Sing a bird song.

Little children hear more than we wish them to about soldiers and war during these sad war days, so that they are better prepared to understand about our "Memorial Day" than they would be usually.

"Soldiers have to fight sometimes to protect us. We are very sorry to have them killed. We put out our flags on this day to show we love them for taking care of us. What else can we do? We can put a little flag on each grave and plant flowers." If there is any soldiers' monuments near the school, try to visit it with the children. *After* Memorial Day, wreaths will be seen on these monuments.

A second walk to one that has been decorated would interest the children.

Have a flag drill and march with caps.

Build monuments and play games with balls which train the eye and hand to take aim. Knocking out one particular color as the six balls stand on a line is one form of the game.

Use the second gift, placing the cylinder on the cube. Take aim with the sphere. Make a target on the blackboard and aim with a soft rubber ball.

SONGS, RHYTHMS, GAMES.

May time is singing time. Hunt for May songs in all your books.

Sing often during the day.

Practice simple dance steps. Skip by ones, by twos; let two children skip, then two more, until all are skipping in a merry ring.

Use the Maypole every day as a leading feature in the game period if the interest lasts. Children love to lift the streamers up and down; they like to walk in towards the pole, then step back. These very simple variations please. It is not wise to try to braid the colored streamers for the children are too young. They can be twisted so as to mingle the colors without braiding.

MAKING.

Children enjoy making miniature May poles for the sand table and the doll house.

They love to draw the May poles in colors. It is a very good exercise in drawing slanting lines.

Some children do not hesitate even to draw children holding the streamers. Encourage such drawing however crude. Young children love to draw the human form.

Let them take turns in drawing May poles on the blackboard as well as on paper.

Some kindergartners have the children string tissue paper circles crushing them together for roses. Such flowers may be used to trim the upper part of the May pole.

If a wheel can be secured and attached to the pole, the effect is much prettier than when the streamers are attached directly to the pole. A discarded toy wagon-wheel or a child's bicycle wheel is satisfactory. The frame of an old parasol is sometimes used instead of a wheel and trimmed with paper flowers.

Dainty colors should be used as pink, white, light green and light yellow. Violet also is a good choice for spring.

For the miniature May pole use worsted for streamers and let the children cut out paper dolls to attach. If the May party must be postponed until late in the month, these tiny poles may be made several times and in different colors. An empty spool makes a good standard for the little poles. A pencil may answer for the pole or a straight twig. Get suggestions from the children if possible as *thinking* beforehand, *planning* even in the merest trifle, helps young minds to develop power.

Following directions is valuable too, but not too exclusively. Let the child *imitate*, and he will acquire thoughtfulness and independence.

This method belongs to a *democracy* where all citizens are supposed to think, not to blindly follow. Make a study of Dr. John Dewey's "Democracy and Education" just published. Dr. Dewey says "A progressive society counts individual variations as precious since it finds in them the means of its own growth."

As much time should be spent out of doors this month, there will be less time for gifts and indoor occupations.

If garden tools have not been drawn and cut, find time this month for such work.

Painting flowers and colored streamers will afford great pleasure.

Have a day each week when children choose their own occupation. Place materials for several occupations and gifts on the tables and stand back to observe as the little ones plan their own work. Do not even give a hint. Study the children at such work and you will learn to know them better.

THESE TEN RULES FOR THE TREATMENT OF ANIMALS SHOULD BE BROUGHT TO THE ATTENTION OF ALL CHILDREN

1. No one has a right to keep animals, either for use or for pleasure, unless he is able and willing to provide them with whatever is necessary for their health and happiness.

No animal can be happy unless it is kindly treated, comfortably lodged, regularly fed, supplied with water, and afforded opportunities of recreation.

2. Gentle treatment is due to all animals, and need not interfere with firmness in governing them. Animals are often thought to be ill-tempered or obstinate when they are really suffering from some pain or irritation of which we do not perceive the cause, but which may be soothed by patience and quiteness.

If you try to find out what is the matter with an animal before you punish him, you will probably find out that there is no reason to punish him.

Be careful to remove anything that causes fear. Animals are often terrified by things that man hardly observes. If they are punished, their terror is only increased. Nothing will quiet them so soon as gentle talk and caressing.

Kindness will win the confidence of any animal, and an animal which confides in its keeper is easily managed.

If you want your horse to work well, take good care that his harness does not chafe him.

3. All animals require the sunshine, and their dwellings should have a southerly or westerly aspect, if possible; but they should always have access to shade when they desire it.

Stables, sheds, coops and cages should be well drained, well lighted, and well ventilated, but never draughty.

Different animals require different temperatures. A humane owner ought to learn the degree of heat and cold which the animal is enabled by nature to endure.

Every stable, yard, cage, kennel, and bed should be kept thoroughly clean.

4. Every animal should have as much solid food daily as it will eat up clean, but no more than it will consume. Stale food is unwholesome. It should be removed early in the morning, and replaced by a fresh supply.

Nocturnal animals should be fed at sunset.

Be careful to give all animals as much variety of food as possible, and let it be as nearly as possible the food which the animal would use in a state of nature. Animals which are regularly fed on grain ought to have frequent supplies of green food.

5. Every animal should have an abundant supply of pure water for drinking.

Vessels used for food or water should be washed daily, and wiped dry before refilling. Iron troughs or plates lined with porcelain are the best, being clean, cheap, and durable.

6. Bathing is necessary to the health and comfort of many animals. Cage-birds ought to be allowed to bathe daily, and a separate vessel, adapted to their size, should be supplied for that purpose. Some birds delight in dust baths. A working horse should be allowed to roll on the grass, or, better, perhaps, on sawdust.

7. Animals, as well as men, are happier and better for reasonable recreation. Whenever it is possible they should have it. The horse should be allowed an opportunity to run at large. Dogs, especially in cities, should be taken out to run freely. Even cage-birds are immensely pleased if they are allowed to leave the cage for an hour or so every day.

8. When an animal is sick, see that it is kept quiet and unmolested and that its treatment is unusually gentle.

9. When it is certain that an animal will die, always secure the services of a humane and experienced person to destroy it in the quickest and least painful way; and when it dies, never fail to bury it at once.

10. Try to make the world as happy a world as possible for any of God's creatures that may happen to be in your charge.

Above leaflet is printed for gratuitous distribution by The American Society for the Prevention of Cruelty to Animals. Postage on packets of one hundred, 6 cents. Address Alfred Wagstaff, President, Madison Avenue and Twenty-Sixth Street, New Yory.

BERKELEY, CAL.

Dr. Harriet Flanders, physical director at the San Francisco State Normal School, addressed a meeting of the Child's Study Club held March 24, at Miss Barnard's Kindergarten Training School on Shattuck Avenue. Dr. Flanders told of the correct postures for children while studying and resting and explained the effects of bad positions on the mentality and development of the child.

Mrs. Charles Mayer, president of the club, directed the discussion. Meetings are held every fortnight, alternating with afternoon and evening gatherings.

KNOXVILLE, TENN.

The faculty of the Summer School of the South has been chosen and the fifteenth annual session of the institution opens June 20, to continue until July 28.

All of the most important features of the previous sessions will be retained this year and new features will be added. A model kindergarten, primary school, playground and children's classes in singing, folk dances and swimming will be conducted in connection with the regular work of the school.

DECLARATION OF PRINCIPLES

RELIGIOUS INSTRUCTION AND PUBLIC EDUCATION"

The movement for correlating religious instruction with public education is one evidence of the awakening of the American people to the right of the child to his religious heritage. The Thirteenth Annal Convention of the R. E. A. has made a distinct contribution to this movement. The practices and results of the diverse experiments in this field were made the subject of preliminary investigations. These investigations were summarized in advance and made available in print. The legal status of religious instruction in connection with public schools in this country was made clear. Both by the preliminary studies and by the papers and discussions at the meetings, the policies and attitudes of Jews, Catholics and Protestants have been given full and free expression in regard to fundamental principles, present practices and plans, and unsolved problems. The possibility of frank and friendly co-operation among all persons whose primary interest is in welfare of children and the promotion of the kingdom of God has been once more demonstrated, and their substantial agreement on certain principles concerning the relation of religious instruction to public education has been revealed. These principles may be formulated as follows and may be regarded as the declaration of the R. E. A. on the subject of the convention.

1. The church and state are to be regarded as distinct institutions, which, as far as possible, cooperate thru the agency of their common constituents in their capacity as individual citizens.

2. All children are entitled to an organic program of education, which shall include adequate facilities, not only for general but for religious instruction and training.

3. Such a division of the child's time as will allow opportunity and strength for religious education should be reached by consultation between parents and public school authorities without formal agreement between the state and the churches as institutions.

4. The work of religious institutions and training should be done by such institutions as the home, the church and the private school, not by the public school nor in official connection with the public school.

5. The work of religious education must depend for dignity, interest and stimulus upon the recognition of its worth, not merely by public school authorities, but by the people themselves as represented in the homes, the churches, private schools and colleges, and industries.

6. The success of a program of religious education depends—

(a) Upon the adoption of a schedule which shall include the systematic use of week days as well as Sundays for religious instruction and training.

(b) Upon more adequate provision for training in the experience of public and private worship, and for the use of worship as an educational force.

(c) Upon the degree to which the materials and methods employed express both sound educational theory and the ideals of the religious community in a systematic plan for intruction and training, which shall include *all* the educational work of the local church, whether such church works independently or in cooperation with other churches.

(d) Upon the degree to which professional standards and a comprehensive plan are made the basis of the preparation of teachers for work in religious education.

(e) Upon the degree to which parents awake to the unparalled opportunity for the religious education of our children and youth, the profound need for sympathetic cooperation among all citizens of whatever faith, and the call for sacrifice in time and thought, in effort and money, consecrated to the children of the Kingdom.

(f) Upon the degree to which the churches awake to their responsibility for the instruction and training of the world's children in the religious life, and take up with intelligence and devotion their common task.

BANGOR, ME.

Fredrich Froebel, the founder of the kindergarten, was born in Germany on April 21, 1772, and died 70 years later among those who loved and honored him.

"Froebel was a prophet, not an organizer; in his age, and was born into a world fashioned by a heaven-eyes a child had a divine as well as a human parently Father and not into a vast department store, a machine shop, or a gigantic bank. To him motherhood was not only the most holy and wonderful function, but a teaching office and opportunity so near the gate of heaven that it kept the only school of the soul. In every man of creative genius there is a blending of the feminine with the masculine; and such a man is counted, therefore, a visionary by practical people. But the man of vision is the one man who sees among many blind; it was this man that Emerson had in mind when he said that he was never confused if he could see far enough! Froebel saw that education deals with a spirit even more than with a brain, and that the fundamental things of life are vital, not intellectual; that men re fashioned to create, not to imitate; to work with their imaginations, not simply with their tools; to be artists, not artisans; to be citizens, not blind partisans; to be servants of their country, not victims of their prosperity. Being a prophet, he saw that the great things of life are not planted in the soul from without, but developed from roots set deep by the hands of God; that life begins to stir as soon as the child begins to move, so that the first motion of its hands determine which lobe of its brain shall be the instrument of its thought; that the earliest years afford the richest soil; that education begins before it is born; and that the most important person in society is not the man in the last year of the professional school, but the little child who is being crippled or set free."

PROVIDING KINDERGARTEN TRAINING FOR EVERY CHILD

BESSIE LOCKE.

Corresponding Secretary, National Kindergarten Association, 250 Madison Avenue, New York City.

Parents, educators and philanthrophists in all parts of the country who are trying to have the public schools provide enough kindergartens for all girls and boys, and who may have become puzzled and somewhat disheartened by the many obstacles that rise up at every turn, will be encouraged by the most recent success of Californians in this connection, as a result of persistent, hard work.

Supported by the demands of individual citizens, women's clubs, civic organizations and the daily press, the school authorities of San Francisco have recently recommended the establishment of 20 additional kindergartens. This means that when the estimate which they have presented to the proper authorities has been formally passed upon, approximately 1000 more children between four and six years old in the great coast city will receive the well-rounded training which the kindergarten gives, through its play work, songs, games and stories.

San Francisco until now has been the most backward of the big American cities in the public education of children under primary-school age, having but eleven kindergartens publicly supported. This was the more surprising because it had the most famous of the early kindergarten philanthropies; and for years no other city had so many or such generously provided beneficences of this kind.

Two factors of universal interest stand out in the sudden awakening of the San Francisco school board: the passage of a new form of kindergarten legislation in California three years ago, and the thorough canvass of the state, during the last two years, to rouse parents and educators to the opportunities the new law brings within their reach.

California now has one of the best kindergarten laws in the country. It says that whenever parents of 25 children of kindergarten age who live within a mile of an elementary school want a kindergarten, the way is open for them to get one simply by petitioning the local educational authorities.

It was not, however, until the law had been brought to the attention of the people through sysematic effort, that any marked advantage was reaped from its favorable provisions. In 1914, a year after the passage of the act, a field secretary of the National Kindergarten Association began co-operating with parents and state and local school officials to bring about the establishment of more classes, there then being but 197 in the whole state. The result has been that the number of kindergartens throughout California has practically doubled since this extension work was begun.

Los Angeles, which may be taken as an example, now has 133 kindergartens, whereas in 1912 it had only 74. Oakland which had only 3 kindergartens before the law was passed, has 30 at the present time.

San Francisco was the last city in which a systematic campaign of petitioning was carried on, with the successful outcome that has been shown.

It would seem as if all conditions were in conjunction in California for the easy establishment of kindergartens. But it is only right to point out that the people of California have worked hard to secure kindergartens for their children. In the first place they were wise enough to look at the matter from a practical point of view. They began by changing their law—and they had to bend all their energies toward accomplishing it—so that the opening of kindergarten was really facilitated, and not merely tolerated.

With such a law on the statute books the battle was more than half won, for however unceasing subsequent efforts had to be to awaken interest in parents and the public generally in the advantages of kindergarten training, the results of such work were practically assured.

The key to the wider establishment of kindergartens is undoubtedly effective legislation in every state, and the sooner the problem is attacked from that quarter the more quickly will all children come into their right to the excellent educational training which the kindergarten affords.

The National Kindergarten Association co-operates with the United States Bureau of Education in giving assistance in legislative campaigns, and will be glad to loan exhibits, lantern slides and much pictures to aid in such work for the kndergarten.

KINDERGARTEN A SUCCESS

The kindergarten, being conducted by the Children's Aid Society, at their headquarters on Airy street, has shown most gratifying results. The number of children attending daily is larger than any previous year and the educational benefit being derived are a source of congratulation to the young ladies of the town who have that phase of the societie's work in their hands.

In the Day Nursery quite an important change has been made namely, the reduction of the price of a day's care of a child to five cents, the former price being ten cents, making this convenience more possible to the many mothers, who must work for their family's welfare.—Norristown Register.

FOR THE I. K. U.

The Cleveland Kindergarten School Alumnae Association elected delegates to the International Kindergarten Union convening in Cleveland next month. They will be Miss Lily White, president of the alumnae; Miss Mary Frederick, Miss Sue Ludlow, Miss Lucia Sanderson, Miss Mary Thayer, Miss Margaret Tracy, Miss Hazel Clayton, Miss Clara Stebbins, Miss Emma Denson, Miss Viola Caye. The teachers have raised more than $1,100 towards the entertainment of visitors to the convention through entertainments, a bazar and individual assessment.

I will utter what I believe today, if it shall contradict all I said yesterday.—Wendell Phillips.

DRAWING AND THE MANUAL ARTS

Miss E. M. Pairpoint, Providence, R. I.
Excerpt From Address.

"Fifteen or sixteen years ago drawing was being taught in the public schools as a much opposed fad. Some paper folding and construction had been introduced with fear and trembling, but the children had so enthused about it that it remained. Paper cutting was looked upon as a daring innovation and water color paint as reckless extravagance. The science of color was just being introduced at that time and a little later design became a live subject.

"A few years later word was passed round among the Massachusetts drawing teachers, that they must seriously consider manual training if they would hold their own and many of the progressive ones fitted for it, giving it a much broader and more liberal application than the original Sloyd teachers had done. More recently the household arts have become recognized as a necessity for the girls' training.

"Weaving begins with the paper mat, first in the simplest form of over one strand and under one strand, develops into checks of varying sizes, stripes and single figures and then plaids are made. This is followed by free weaving of loose strips of paper, first for book marks, stars and other flat forms, then into boxes, napkin rings and various objects made on a foundation. The cardboard loom introduces the idea of making a plan or working drawing to weave over and the wooden loom develops the method. Basketry is the natural outcome of weaving, then to the study of textiles and sewing for the girls.

"Lettering beginning with paper cutting in the lowest grades for the form of the alphabet leads to commercial design in poster, show cards, signs of all kinds and through them to book making and binding. Paper folding and pricking leads to the use of measuring instruments, ability to read working drawings, paper and cardboard construction and so naturally to the wood working and machine shop practice.

"The paper doll has not yet reached its greatest usefulness. General drawing of the human figure is taught, then in making the costumes there is the chance to teach suitability of clothing for different purposes. How to trim artistically and effectively. Good taste in color and materials; history of costume and the dresses of various peoples.

"The doll's house is the foundation for all teaching in the art of right living, good decorations and furnishings and the care and management of the home for the primary schools. These are the foundations for the household arts for the low grades.

"Design applies to all the subjects taught and is used by the cooking teacher in table decoration and appearance of dishes, by the sewing teacher in embroidery and the decoration of fabrics, by the manual training teacher in the decoration and construction of every project.

"Agriculture is not yet included generally in industrial education, but must become a prominent subject before long and every effort should be made to familiarize the young child with the nature surrounding us. Growth of seeds and plants, lives of birds and animals and their relation to each other and ourselves.

"The industrial arts subjects are the most vital in the school curriculum at the present time and promise to become more prominent in the future."

INDIVIDUAL TABLES FOR LITTLE ONES ARE BEING USED IN KINDERGARTENS

From the Worcester (Mass.) Telegram.

Worcester again claims the distinction of being the first city in the United States to make a new educational experiment in two of the kindergartens. There will be individual tables for the little tots instead of the long, awkward benches and the formal hollow square which previously comprised the kindergartner's equipment. These little tables have been put in Greendale and Harlow-street kindergarten rooms, and have passed beyond the stage of experiment.

The novel idea which proved to be unusually practical was the invention of Mrs. Mary Hammond Barker, supervisor of kindergartens in this city, and the tables have been made in this city by carpenters who have followed the kindergarten equipment with much interest.

The little tables are constructed of light weight wood, and are made with the least amount of material possible, and therefore resulting in a lightweight table which can be easily carried around by the youngsters or moved without trouble and noise or confusion. This sort of table is undoubtedly the latest wrinkle in kindergarten furnishings; so far the success has been unquestioned at the Greendale and Harlow-street schools.

With these little tables are used saddle seat chairs, which are supposed to be the finest thing yet put out in that line by any supply house. They may be placed in any position and are more comfortable than the other ones used in the other schools.

One can sit anyway in them and work with ease and comfort, and while they make a shuffling sound, yet it is far from the scraping noise made by the usual four-legged kiddie's chairs. They are made from a design just made and perfected by Mrs. Barker.

The first relay of table tops were found to be a little too small and that there was not enough table space, but the newer ones at Harlow street have been increased in size and they are found to be much more practical. When they were first tried at Greendale, the children's blocks and occupations fell off and so this difficulty has been done away with.

It is an interesting sight to see all of the children, when it comes time to go home, for each one grasps the chair and trudges with it to the side of the room where they are placed at night to clear the floor space, and then they tuck the little chairs under their arms and place them on top of the tables.

Another departure new in the kindergarten accessories are the cupboards, designed by Mrs. Barker. They have somewhat the appearance of the old-fashioned open postoffice boxes. Each of the youngsters has one, and they can put their own little apparatus and material in their own box and know where to find them when they want them. These cupboards are only at the Greendale rooms.



"WATERING PLACE AT TREPORT"—VAN MARCKE

STUDY OF A PICTURE

("Watering-Place At Treport." (Van Marcke.)

MARY E. COTTING.

What kind of a picture shall we call this—an in-the-house, or out-doors scene? Yes, it is an out-doors scene? Yes, it is an out-doors scene with animals in it. What are these animals at the front of the picture called? Have you ever seen any? Of what use are they? Yes, they give us our milk. Why, do you suppose, some of them are in the pond? Yes, they're thirsty; and, also, they like to stand in the cool water.

All day long they've been in the pasture. You can see what a large one it is by the way it is made to show quite into the back of the picture. The grass is so fresh and juicy they have a feast every day. When they are tired of cropping the grass with their teeth (you know they only have teeth in the lower jaw) they go under the trees which you see at the left side of the picture. It's just as cool there as cool can be, and after a while they lie down and chew their cuds. (Explain about this if the mentality of the children permits.) The flies do not trouble the cows here as they do out in the sunny pasture. They stay quietly in the shade until they hear the horses coming. They know it is time to go home then, for late in the afternoon every pleasant day, Biggest Brother comes with the horses to the pond. After they have had a good drink, and nozzled and splashed as long as they wish he turns them around, and drives the cows under the trees, through the opening in the fence—can you see it?—along a path in the woods to the barn.

When each has been fastened in her own place and fed, the man (sometimes it is a woman) who does the milking comes with his stool and big pail. Sitting beside each, one after another, he draws down the sweet, warm milk pit-pat, patter in a foam of whiteness into the shining, tin milk-pail.

It is so still in the great barn, you can hear the pigeons cooing to their little squabs in the boxes high up under the eaves where their home is; you can hear the barn-swallows, too, as they fly in and out to their mud nests under the rafters of the roof.

By and by it will be quite dark and a pussy that lives with her kittens in the hay loft will coax them down to get their supper of fresh milk that has been left for them in a bowl on the barn-floor.

When the stars peep into the barn window pretty soon all the cows will be lying down drowsily chewing their cuds as they always do at this time. In the morning—before they are driven to the pasture—they will give down more of their sweet milk for Biggest Brother's mother. Such rich, creamy milk as going to the pasture makes these cows give; and such yellow butter—just the color of gold—as Biggest Boy's mother makes from the cream! I'm sure you all would love to have some on your slices of bread.

rom time to time bring out thought concerning the ssity for caring well for the animals which serve n. To make stronger the impression teach the se given below.

"Thank you, pretty cow, that made
Sweetest milk to soak my bread,
Every day and every night,
Warm and fresh, and foaming white.

"Do not chew the weeds so rank
Growing on the sandy bank;
But the yellow cowslip eat,
That will make your milk so sweet.

"Where the purple violet grows,
Where the bubbling water flows,
Where the grass is fresh and fine,
Pretty cow, go there and dine."

CARE OF THE BABY

TEETHING

The baby usually cuts his first tooth when he is 6 to months old, and by the end of the first year has, dinarily, 6 teeth. He should have 12 teeth at 18 nths of age; 16 when he is two years old, and fore the end of the third year the entire set of 20 ilk" teeth.

The process of teething in a healthy baby cannot perly be held responsible for the illness commonly ributed to it. The first half-dozen teeth rarely give baby any pain, but as the double teeth appear ere is occasionally at the same time a little disbance, such as loss of appetite, and possibly evinces of slight indigestion, which may last for a few ys. But if the disturbance is more serious than s, some other reason for it should be sought.

Teething takes place through the weaning period d during the second years, when mistakes in feedg are so often made which upset the baby's digesn, even if they do not make him seriously ill. On this count it is often unjustly blamed for making the by sick, when the real reason lies in the fact that he s overfed or improperly fed, or perhaps that the ather was very hot.

It must be remembered that excessive heat aggraes any ill the baby may have, and is quite sufficient itself to make the baby sick. It is necessary in mmer, therefore, both on account of the heat and ause of the disturbances connected with weaning d teething, to take great care of the baby in all reects, and especially to feed him with great caution. rections for feeding the baby will be given in our xt issue. Look for it.

The baby may not gain in weight during the cutting his various double teeth, but it is not a serious tter to have the weight remain stationary for a ort time. The baby will quickly regain the lost ound when he is well again, and eating his full ions.

The mother should never allow anyone to persuade r to give the baby patent medicines, such as soothing syrups to relieve the pain of teething. If they do relieve it they probably contain opium in some form, which is much worse for the baby than the suffering. It is a safe rule never to give medicine of any sort to a baby, save that which is ordered by a doctor.

CARE OF THE FIRST TEETH

From the time when the double teeth make their appearance throughout life the teeth should have daily care. For the baby a very soft brush is necessary and the utmost care should be taken not to injure in any way the delicate tissues of the mouth when brushing the tiny teeth. After the baby has several teeth, the mother should see to it that no particles of solid food are left between them after the baby has eaten. If the first set of teeth is well taken care of, the second set will be healthier, and in addition the child will have been taught a good habit that will last all his life.

There is considerable variation in the time that the teeth first appear, but if the baby has no teeth by the time he is one year old, he should have medical attention to see if any disease is causing this unusual delay in the development of the teeth, or whether it is due to improper diet.

PITTSBURGH, PA.

Pittsburghers who are attending the International Kindergarten Union, May 1 to 5, in Cleveland, are: Miss Ella Ruth Boyce, director; Misses Elizabeth Rankin, Jean McGirr, Florence Dunbar, Blanche Kornhauser, Ella Watkins, Elizabeth Hefferman, Isabel Leggate, Marion Hughes, Edna Hemphill, Jane Patton, Grace Everson, Asenith Cavitt, Mary Tomb, Grace Davis, Mrs. Grace King, Misses Hazel Macilrath, Eva Vogel, Ruth Kann, Grace Milligan, Rebecca Thorn, Eva Fink, C. McKee, Louise Wooley, Mary Nicholson, Naomi Goldberg, L. H. Piper and Jessica Childs.—Sun.

SAN FRANCISCO, CAL.

Three large business organizations have given support to the San Francisco Congress of Mothers in their circulating of petitions asking for the establishment of fifty kindergartens in the public schools of the city. Mrs. F. R. Hartell, chairman of the kindergarten department, in a meeting held at the Ramona Hotel read letters of endorsement from the Citizens' Educational League, the Franklin Printing Trades Association and the Tourist Association of Central California.

KINDERGARTEN IS DECLARED GREAT AID TO DEMOCRACY

"In a democracy we must begin with the little child to teach co-operation. It is a good thing for children to learn very early in life they are not better than other children; that the value in playing a co-operative game can only be obtained by co-operating; that they can't play games all by themselves. It is the essence of democracy."—Anna Carlin Spencer.

PORTLAND, OREGON

(From the Oregonian.)

There died in New York last week a woman known as the "mother of the kindergarten" in the public schools of the United States. Susan Elizabeth Blow established the first public kindergarten in St. Louis in 1873, under auspices of he board of Education, but at her own expense. She had studied the system in Germany and had become so enthused that she was willing to devote her own means to its spread. The next year the St. Louis Board of Education adopted kindergarten work in the curriculum and relieved her of the expense. Thereafter she opened a school for kindergarten teachers. Her subsequent activities included writing of books on education, lecturing and otherwise promoting her kindergarten theories and allied subjects. Miss Blow was however little known outside of educational circles. She "did not care to waste her time on the laity." She declined newspaper interviews and directed her energies among teachers. Her opinion that the public is not interested in educational subjects was unusual, but it must be said that her practice of the theory, her devotion of a lifetime and unusual wealth to an educational cause, and her refusal to interest herself in other subjects, revealed possession of the true missionary spirit.

PROPER FOOD FOR YOUNG CHILDREN

Simple bills of fare, helpful recipes, and practical directions for the preparation of foods for children between three and six years of age are contained in Farmers' Bulletin 717, "Food for Young Children," just issued by the U. S. Department of Agriculture. The bulletin, which was written by Caroline L. Hunt, under the direction of Dr. C. W. Langworthy, Chief of the Office of Home Economics, is easy to understand and should be helpful to mothers who are trying so to care for their children that they will grow up into stalwart and efficient men and women. It is issued at this time as a co-operative contribution to the "Baby Week" campaign conducted by the Children's Bureau of the U. S. Department of Labor.

The author has carefully avoided the use of all technical dietary terms or systems of grouping and has so classified foods that any mother can meet the following definition of a satisfactory diet for a little child.

"A little child 3 to 6 years of age who is carefully fed in accordance with his bodily needs (as these are now understood) receives every day at least one food from each of the following groups:

1. Milk and dishes made chiefly of milk (most important of the group as regards children's diet); meat, fish, poultry, eggs, and meat substitutes.
2. Bread and other cereal foods.
3. Butter and other wholesome fats.
4. Vegetables and fruits.
5. Simple sweets."

The relation of food to the condition of bowels is also an important matter. Grains, particularly those containing the outer or branny layers or coats, [illegible] laxative; so, too, are such mildly acid fruits as app[illegible] oranges, and grape fruit. So far, therefore, as [illegible] important matter of preventing constipation is c[illegible] cerned, coarse grains and mildly acid fruits serve [illegible] same purpose. When fruits are to be obtained [illegible] abundance, the kind of cereal served is not of gr[illegible] importance. When they are not, the coarser cere[illegible] should be used.

A QUART OF MILK A DAY.

The basis of a child's diet should be clean wh[illegible] milk—at least a quart a day. Such milk, in additi[illegible] to water contains about half a cupful of the v[illegible] best food substances—butterfat, milk sugar, lime, a[illegible] other materials needed by the child to make musc[illegible] bones and teeth. In addition milk contains a s[illegible] stance thought to promote growth by helping t[illegible] body make good use of other foods. Where go[illegible] whole milk is not obtainable, clean, fresh skim m[illegible] supplies these substances with the exception of b[illegible] terfat, and is, of course, preferable to dirty or qu[illegible] tionable whole milk. Milk, however, contains ve[illegible] little iron and therefore spinach and other green ve[illegible] tables and egg yolks, which are rich in iron, combi[illegible] well with milk.

The child should drink the milk with the ch[illegible] taken off, or should consume his full quart a day wi[illegible] cereals and in milk toast, cocoa, milk soups and stew[illegible] in cereal puddings, egg-and-milk puddings, custar[illegible] junkets, or simple ice cream. Milk stews may [illegible] made with vegetables or fish, or to vary the di[illegible] these things can be combined with cream sauce a[illegible] served on milk toast. The bulletin therefore giv[illegible] a large number of recipes for the preparation [illegible] various milk dishes which will help children co[illegible] sume the requisite amount of milk without growi[illegible] tired of this valuable food. Those for milk sou[illegible] will be found particularly useful, as they give t[illegible] mother an easy means of preparing many vegetabl[illegible] which are essential in the child's diet.

BREAD AND CEREALS

Well-baked bread and thoroughly cooked breakfa[illegible] cereals are both good for children and with mil[illegible] should make up a large part of the diet. Bread an[illegible] cereal mushes are to a certain extent interchangeabl[illegible] but neither can take the place of milk, meat, egg[illegible] fruits, and vegetables. An ordinary slice of brea[illegible] is equal in food value to about half a cupful of boile[illegible] or steamed cereal and about a cupful of flaked [illegible] puffed cereal. Different kinds of bread may be use[illegible] for variety.

MEAT, FISH, AND EGGS

Under the heading "Meat, Fish, Poultry, Eggs, an[illegible] Meat Substitutes," the author states: "In some fam[illegible] lies children do not get enough meat and eggs; i[illegible] others they get too much. A good general rule con[illegible] monly followed is to give a child 2 years old [illegible] over, an egg every day and about the same amou[illegible] (2 ounces) of meat, fish, or poultry on the intervel[illegible] ing days. Where meat is omitted, care must be take[illegible]

see that other suitable foods take its place—pre-rably an extra amount of milk and eggs."

Fried meats should not be given to a child, because ey are likely to be overcooked and tough and also cause the fat may be scorched and thus changed in mposition. Scorched fat is almost certain to be rtful to children.

Meat is best given as broiled chop meat or in mple meat stews combined with vegetables. ultry may be boiled and served with rice. When sted, only the tender portions should be fed. ghly seasoned stuffing or rich gravy should not be ven to a young child.

Dried and other fish, and oysters, may be used in lk stews. Well-boiled fish is good for variety. gs must not be overcooked or they are likely to use indigestion. The best way to cook eggs is to ach or coddle them. Scrambled eggs may be served casionally, provided care is taken not to scorch the or to overcook the eggs.

FATTY FOODS

Fat is an important part of the food of children. ere is more than an ounce of fat (at least 2½ level blespoonfuls) in a quart of whole milk. If the althy child is given a quart of milk, has butter on bread, and meat or an egg once a day, he gets ough fat, and that which he received is in whole-me form. It is well, therefore, not to give such ty foods as pastry, fried meats and vegetables, and ughnuts or rich cakes. If the child is constipated, e occasional use of cream or salad oil is desirable, fat in abundance is laxative.

Bacon or salt pork, cut very thin and carefully oked, may be given occasionally. It is very im-rtant not to burn the fat.

VEGETABLES AND FRUITS

Vegetables and fruits are grouped together because ey are similar in that both supply iron, lime, and er mineral matters, and also mild acids. Vege-bles are an important but often a neglected part of e child's diet. They should be served at least once day, as they help to keep the bowels in good con-ion. Fruits are important for their flavoring, for eir laxative effects and doubtless for other reasons, d should be served in some form at least once a day. uit juices and the pulp of cooked fruit, baked ples and pears, and stewed prunes, are the safest. e child should not be allowed to eat the skins un-s they have been made very tender by cooking.

SIMPLE SWEETS

Sugar is a desirable part of the diet provided it is ven in simple sweets and not allowed to take the ace of other foods and spoil the child's appetite. mple sweets are such things as lump sugar, maple gar, sirups, honey, and plain candy, and those foods which sugar is combined in simple forms with uit juices (in lemonade, water ice, jelly, etc.,) with ur or starch, as in plain cakes (cup cake, sponge ke, cookies,) and with fruit, as in jams, marma-les, and simple things.

QUESTIONS EVERY MOTHER SHOULD ASK HERSELF

At the end of the bulletin, as a review, the author suggests that at the close of the day every mother might ask herself the following questions, to be sure that she has considered the important things in feeding her children:

Did each child take about a quart of milk in one form or another?

Have I taken pains to see that the milk that comes to my house has been handled in a clean way.

If I was obliged to serve skim milk for the sake of cleanness or economy, did I supply a little extra fat in some other way?

Were the fats which I gave the child of the wholesome kind found in milk, cream, butter, and salad oils, or of the unwholesome kind found in doughnuts and other fried foods?

Did I make good use of all skim milk by using it in the preparation of cereal mushes, puddings, or otherwise?

Were all cereal foods thoroughly cooked?

Was the bread soggy? If so, was it because the loaves were too large, or because they were not cooked long enough?

Did I take pains to get a variety of foods from the cereal group by serving a cereal mush once during the day?

Did I keep in mind that while cereals are good foods in themselves, they do not take the place of meat, milk, eggs, fruit, vegetables?

Did I keep in mind that children who do not have plenty of fruit and vegetables need whole-wheat bread and whole grains served in other ways?

Did each child have an egg or an equivalent amount of meat, fish, or poultry?

Did any child have more than this of flesh foods or eggs? If so, might the money not have been better spent for fruits or vegetables?

If I was unable to get milk, meat, fish, poultry, or eggs, did I serve dried beans, or other legumes thoroughly cooked and carefully seasoned?

Were vegetables and fruits both on the child's bill of fare once during the day? If not, was it because we have not taken pains to raise them in our home garden?

Did either the fruit or the vegetable disagree with the child? If so, ought I to have cooked it more thoroughly, chopped it more finely, or have removed the skins of seeds?

Was the child given sweets between meals, or anything that tempted him to eat when he was not hungry?

Was he allowed to eat sweets when he should have been drinking milk or eating cereals, meat, eggs, fruit, or vegetables?

Were the sweets given to the child simple, i. e., unmixed with much fat or with hard substances difficult to chew, and not highly flavored?

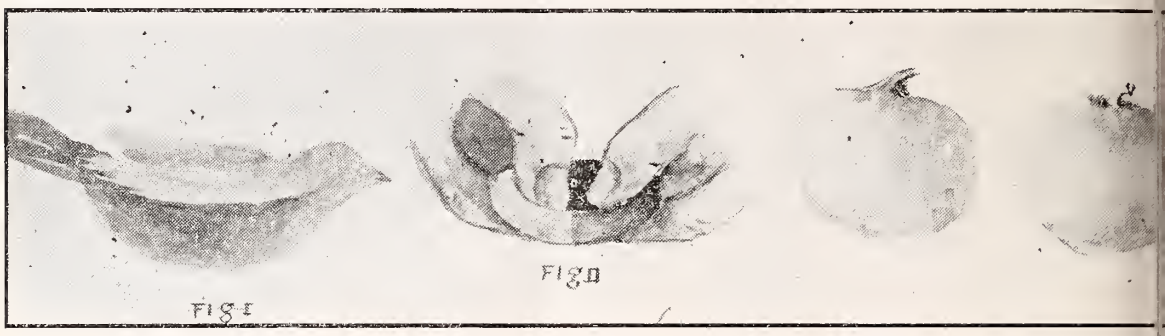
Was the food served in a neat and orderly way and did the child take time to chew his food properly?

No snow falls lighter than the snow of age; but none lies heavier, for it never melts.—L. N. Child.

CLAY MODELING

OLIVE WILLS.

Thru their stories left in clay, do we now read the history of the nations all thru the ages. Necessity first using the material at hand for their huts and utensils of all kinds, cooking bowls, water jugs and so on, then as now the one who creates something always feels a certain pride in its completion, and out of this pride and love grew the decoration. Carlyle says: "The first spiritual want of a barbarious man is decoration," and as we study the elaborate decorations as shown by the early primitive tribes we can readily



believe it. All are familiar with the symbols used by the American Indian in the decoration of their bowls and jugs and know how archeologists now read the history of each tribe and nation thru the picture writings on these very utensils. Then there are the beautiful vases found in the graves of the ancient Egyptians and Greeks and in the late excavated ruins at Pompeii, Italy. The first earthern utensils seem to



have been made by hand and rubbed to give polish, then baked to harden. Later a glaze was found and then the potters wheel, and today we see such wonderful porcelains with their delicate or their rich glazes.

But to go back to the early work. One of their modes of decoration was scratching the design into the soft clay giving a broad outline decoration. Again it was to scratch deep and remove a top layer to show the tone underneath. Then came the painted vases, those of the early Greeks were of a reddish clay and some had the figures painted black, others the figures of the red clay and the background painted black.

Now let us consider the value of working in clay our school rooms and perhaps adopt some of methods of the ancient peoples. I said the value, I am quite sure there is not a teacher who does realize its value, giving as it does the drawing as w as the making, training the eye, the sense of prop tion and symmetry, truly it is working in three dim sions, another advantage by no means to be ov looked. It is always of most absorbing interest every child. Use the cheap but very good gray c flour to be had of any school supply dealer, price per five pounds. This I like better than the prepar oiled clay, often mud, because this hardens, is ligh

in color and can be painted—and best of all is che enough so two or three pieces can be kept each less Of course when the lesson is finished keep all t work. A child is very much hurt to see his creatio destroyed, but later it may be put back into the sto jar you keep to mix your clay in and resoak and work it as you did at first. It is said the clay purif itself but after using it some time you can put a

of boracic acid in the water you resoak it in. Wh about the consistency of a very stiff dough take out and work it into a loaf—not wet enough to sti to the fingers, yet not dry enough to harden befo the children have finished the lesson—cut this lo with a wire or a string into pieces to pass. We fou a drawing paper or a heavy wrapping paper 9x12 w very good to place on the desks to work on, mo satisfactory than pieces of oil cloth. The teacher w at first, at least, work with the pupils. First model ball by using the ends of the fingers only. placed in the palms it dries out quicker, then t they lose that sense of drawing. With very litt

children I found the most simple things to make were a pear, a fig, a pumpkin. Notice in these the stem is not in the indentation as in the apple. Holding the ball with the ends of the fingers very gradually pull the clay out to model the top of the pear, continue this process by pinching and pulling; form the stem. The stem that is made separately and fastened on is more likely to break off when dried. To make an apple stem use a little stick perhaps a tooth pick and press the clay in about the stem. Notice how the stem is smaller at the apple and wider at the end, while the pumpkin stem is just the reverse. Various fruits and vegetables may thus be made; again in the same way animals, dogs, elephants, chickens, also birds, bird's nests and bird houses. It is a great pleasure to model a dog before an interested class; taking a ball of clay, work out the head, then the nose, the ears, now the back, the tail. Watch the excitement of the little ones—now the back legs, wide at the top, the under part of body and the straighter front legs.

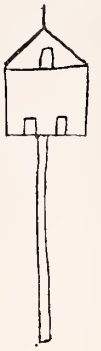


Fig. 1. The bird to place on the nest. The legs are too delicate to make of the clay; of course tooth picks might be used for legs, but this one is to place on the nest. Fig. II shows the making of the nest the way of holding the ball of clay pressing in with the thumbs, holding and shaping the sides with the fingers; bowls and vases may be made in the same way and decorate with a simple scratched in border. Another pleasing problem is to make a tablet one-half or two thirds inch thick and as large as your piece of clay will allow. Make borders by pressing into the damp clay with end of a spool; a pretty button, leaves, nuts and oh, endless interesting forms will suggest themselves as you work. Color with water-color paints, the back ground or the design. Paint the fruits and animals also if you like. A more advanced problem is building the figure, a boy, a girl, animal or fruit, upon the tablet in bas-relief. This is done by taking tiny bits of clay and working into the tablet bit by bit until the figure is modeled in relief. Color the back ground or color the figure. A small stick or tool will be needed for this work.

Candor is the seal of a noble mind, the ornament and pride of man, the sweetest charm of women, the scorn of rascals, and the rarest virtue of sociability.—**Sternac.**

SUGGESTIONS FOR CLAY MODELING

CARRIE L. WAGNER.

When the children are constructing pretty May Baskets, or getting ready for a May festival, and talking of spring and summer, they will enjoy modeling in clay some of the things they have talked of. The bird's nests have probably been made before, but now that they are talking of birds they will enjoy making nests again, and the bird house will be a pleasure to them. It is easily molded; fasten a slat in it while wet; press in doors and windows, or mark them with a tooth pick. When dry paint green, and stick up in the sand table.



The May basket is very pretty when painted and marked to represent a woven basket, and the jardiniere is a source of joy if filled with sand and a blossom stuck in it to take home to mother.

A SCHOOLGIRL PACIFIST

To the Editor of the New York Tribune:—

Sir: Marjorie Starrett advises that we school children give 10 cents to build a battleship big enough to "lick other nations with."

Don't you think it would be better if they gave ten good reasons why there should not be any war?

America, I always thought, was too moral to try to "lick the world." A battleship is no honor to a nation, but progressive men and women who build up a strong international honor are.

Or if the school children would give this same 10 cents toward getting the less fortunate ones out of the factories, where boys and girls of Marjorie's age work ten and twelve hours a day for perhaps a mite more than ten cents a day. This is national patriotic defence of children's lives and limbs.

Good patriotism means a good democracy and not war—maddened slaughter.

Another thirteen-year-old schoolgirl patriot.

CECELIA ZILBERMAN,

Brooklyn, Feb. 5, 1916. P. S. 99, Milwood School.

Preparedness for world's peace lies with Americans now; act at once.

Peace is the evening star of the soul, as virtue is its sun; and the two are never far apart.—Colton.

HINTS AND SUGGESTIONS FOR RURAL TEACHERS

CONDUCTED BY GRACE DOW

DEAR RURAL TEACHER.—In undertaking this department I trust that my somewhat extended experience in rural schools and my subsequent normal training and city school work may assist me in making it practically helpful to you in your work with the little children. I understand the tremendous tax upon the time of any rural teacher who is trying to do good work, the wide range of studies, the constant temptation to neglect the little ones for the apparently more pressing need of the older classes and the lack of equipment necessary for the best work. My hope is to assist you to secure better results with the small children, and I shall unhesitatingly recommend the intelligent use of kindergarten material as likely to produce the best results with least expenditure of time. How to use this material, what to select, what substitutes, etc., will be discussed from month to month in these columns.

MAY—1916

"The sweetest bird builds near the ground,
The loveliest flowers spring low;
And we must stoop for happiness
If we its worth would know."

BIRD DAY

The object of the day is not only to train the children to study the birds, but also to create a sentiment that shall result in better laws, and the better enforcement of ordinances for the protection of our feathered friends.

The birds of our own vicinity should be studied first, as to form, color, manner of building nests, color of eggs, song and any other interesting features.

Bird pictures may be used in connection with the study, and drawings may be made of the most common ones. We suggest that each child make a bird booklet. This may be the study of one favorite bird, or a number of the most familiar ones.

A very nice custom, and one which should be encouraged among the children is the making of bird houses, which are placed in convenient places, and are a welcome to the returning birds.

"The little birds fly over,
And oh, how sweet they sing,
To tell the happy children
That once again 'tis spring."

The following poems may be studied in preparation for Bird Day exercises; "To a Water Fowl," by Bryant; "The Legend of the Cross Bill" and "The Birds of Killingworth," by Longfellow; "A Brittany Legend," by Whittier, and "Birds in Summer," by Mrs. Hemans.

QUOTATIONS

"And there's never a leaf nor a blade too mean
To be some happy creature's palace.—Lowell.

"The happy birds their voices raise
To Nature's God in songs of praise."

"A busy time is the fresh, bright spring
For birds and bee and for flowers;
There's work for each in its own little world
And joy just the same as in ours."

I "heard a robin sing
As if his throat would burst,
I guess he sang so loud
Because he felt so proud
To be the first."—Selected.

MEMORIAL DAY—MAY THIRTIETH

"Let the National Flag float over every school-house in the country, and the exercises be such as shall impress upon our youth the patriotic duties of American citizens."

Memorial Day should be observed with increasing reverence each year, as the number of soldiers of our late wars are fast decreasing, and the duty of observing the day will be left with the boys and girls of today.

We are a united nation, and at peace, and teachers should do all in their power to impress upon the minds of the children the advantages of being at peace, while the other nations are engaged in one of the most terrible wars in human history.

"He's true to God who's true to man;
Whenever wrong is done."

OUR FLAG

Our flag has today thirteen alternate red and white stripes, and a blue field with forty-eight stars,—the last two added were for the states of Arizona and New Mexico.

The stripes on our flags should remind us of the liberty loving people who laid the foundations for our Republic. The stars are a constant reminder of the growth of our nation since the first thirteen stars were stitched in a field of blue by Betty Ross, to represent the small growth of thirteen states which have now spread from the Atlantic to the Pacific.

The red means courage to stand at all times for what is right, and against the wrong. White is the emblem of purity in thought and deed. Blue is for truth and justice.

If we call it our flag we must show loyalty to our homes, our state, and our nation.

Flag salute.—"I pledge allegiance to my flag and the republic for which it stands, one nation, indivisible, and with liberty and justice for all."

A FLAG EXERCISE

(For the smallest ones carrying flags.)

1st. This is our flag, and may it wave
Wide over land and sea!
Though others love a different flag,
This is the flag for me.

2nd. America's the land we love,
Our broad, fair land so free;
And schoolmates, where so'er I go,
This is the flag for me.

3rd. These glorious stars and radiant stripes,
With youthful joy I see;
May no rude hand its beauty mar!
This is the flag for me.

(All the children in concert waving flags.)

h. And that's the flag for all our land,
We will revere no other;
And he who loves the symbol fair,
Shall be to us a brother.

—The Intelligence.

BUSY WORK

Draw and paint flags, make simple wall paper signs, also summer dress material, rugs, and oil-)th.

The girls will enjoy making flower baskets, and the ys swords, guns, soldiers' hats, forts. Flower signs and color work in parquetry may be used to vantage during the month. The early flowers may used as models in drawing work. The younger ildren may be given single petals to trace, and use a repeated border design. These may be colored e same as the petal used as a model.

SUGGESTIONS FOR SEAT WORK

Give the children picture cards and let them write e names of all things seen on the cards.

Cut advertising or picture cards into pieces of zzling shapes. Let them fit these together.

Give them checked paper on which they are to range corn or seeds in designs.

Draw a circle on the board and ask them to copy, d see how many different objects can be made by ding to it, or by slight changes. Add a stem making to an apple, by use of a handle make a cup, etc.

Use colored beads for color work and number. ring groups of red, yellow, etc.

"Sing, for the winter is over,
Sing for the coming of spring,
For the showers and flowers and beautiful hours,
And the flash of the robin's wing."

BROOKLYN, N. Y.

Celebrating the completion of twenty-five years of ccessful work, members and friends of the Brooklyn ee Kindergarten Society held a dinner in the Pratt sino.

In the last quarter of a century the work of the ciety has been carried on for the benefit of some enty thousand children. Many of them would have en forced to run the street because of the lack of om in the kindergarten departments of the various blic schools in their neighborhoods. Even at esent there is far too little room in the schools for e children. In addition to doing kindergarten work e teachers employed by the society go among the rents of the children and arrange mothers' meet-gs. During the current school term 2,200 children e on register at the kindergartens.

During the last year two kindergartens were estab-hed in addition to those already beng maintained. iss Caroline H. Crane gave stories of the children in e kindergarten, and an address was made by Dr. enry P. Schauffler.

KINDERGARTEN TO PROVIDE FOR EVERY FIVE-YEAR-OLD IN CITY

There will be 59 kindergartens in Minneapolis by the end of the present school year according to Superintendent F. E. Spaulding. The present number is 43, which has been raised from 18 since Miss Julia Abbott joined the school system last September.

"Our policy is to extend the kindergartens until we can serve every child of five years in the city," said Mr. Spaulding. "While this will not mean separate kindergartens for every school they will be established in most of them.

Superintendent Spaulding said he was unable to predict when it would be possible to accommodate children of four years as is done in some cities.

Kindergartens, according to one of the supervisors, are needed most in the districts where working mothers have little time to give to their children and in neighborhoods where wealthy parents provide the very valuable education which comes from organized play. "One wealthy woman recently sent her children to the public school," she said. "At first the youngsters were so frightened they wanted to be taken home but in a very short time they were having the time of their poor little rich lives." The mother is highly satisfied with the arrangement."

One of the kindergartens is to become a roof garden as soon as it is warm enough. Outside the windows of Miss Elise F. Hoefflin's kindergarten at Summer school the roof of the manual training building offers ample space for play.—Minneapolis Journal.

SALT LAKE CITY

The annual report of the Salt Lake Kindergarten and Neighborhood House association was given April 5 at the meeting held at the Neighborhood house, on west Fifth South streets. The election of officers was also held and Mrs. Simon Bamberger, who has been a member of the board for more than 15 years, was made honorary member of the association. The treasurer reported receipts from all sources amounting to $5,627.75 with disbursements of $4,124.24, leaving a balance on hand in the treasury of $903.51. The officers elected for the coming year are as follows: Mrs. Arthur Graham, president; Mrs. Frederick Stiegmeyer, first vice president; Mrs. George A. Snow, second vice president; Mrs. J. W. Bookledge, recording secretary; Miss Emma Cayley, treasurer, and Mrs. C. W. Watson, auditor.

BRIDGEWATER, MASS.

The ninth grade of the Model school is to be abolished and when the school commences next fall there will be but eight grades and the kindergarten. The change is being made in other normal schools and it is believed the work can be easily done in the first eight grades. Principal Grenelle Hunt of the Model school is one of the faculty which is strongly in favor of the change. He recently addressed the Parent-Teacher Association on the subject.

HINTS AND SUGGESTIONS

BERTHA JOHNSTON

This charming Mother Play Commentary with its simple interchange of conversation between mother and child, suggests the important truth, that the father has a happy privilege in the nurturing of his child's spiritual nature, as well as the mother. The mother's responsibility and influence have been often dwelt upon. The father's has as often been overlooked. The motherlove of the little girl is continually fostered and exercised. If she has no other plaything, she is sure to receive a doll or have one made for her. Too often, when a little boy desires to play with dolls he is ridiculed and his protective, nurturing instinct is discouraged. If this high instinct be nurtured in boys we may thus take an important step toward eliminating the over-emphasized fighting, killing impulse.

The April number of THE KINDERGARTEN-PRIMARY MAGAZINE, in the article by Miss Ritter, "The Mother of our Children," gives an illustration of a father and his boys between whom a most beautiful relationship existed. Miss Addams, in her autobiography pays a fine tribute to her father and his influence for good.

Froebel's glimpse of the ideal father who is concerned with his child's higher development and understands and sympathizes with the loving, generous impulses of his little ones, recalls a father of whom we recently heard. A training teacher tells of a father who spent months in collecting, as he came across them, strong wooden boxes of various sizes, so that when the number was complete, he had a nest of eight, each fitting into that of a size larger. These he gave to his little girl of two or three years old, and as they were large enough to bear the child's weight, they gave opportunity for all kinds of plays and gymnastic exercises involving the use of the large muscles, and requiring strength and ingenuity in their employment; thus affording her the joy of achievement. Sometimes she arranged them as steps, up which she could really walk, crowing with delight when rightly placed and the summit was reached. Or they were built into a tower, pulling and hauling here, and lifting there. Arranged in other ways they could form the rooms of a playhouse, or a train of cars, the biggest of which she could climb into. We commend this idea to other fathers, mothers and teachers, calling special attention to the loving thought and patience on the part of the man who pursued the idea for many months, all for love of his child. We doubt whether he did not receive almost as much pleasure as the little girl, when his plan was accomplished and he was able to give this means of happy, developing play.

Froebel suggests a definite way for representing the basket with the hands; perhaps some child of his own accord, will see that by raising the joined thumbs high above the hollow made by the palms and fingers basket with handles can be represented.

This is the time of year when old and young all f the call of the out-door life. Encourage as much possible the children's natural interest in the devel ing plant and animal life all around them.

One kindergartner who was specially successful raising canaries, would, every spring, bring a la double cage into kindergarten, and the children co observe for themselves the parents-to-be, preparing t nest, for the expected family, and then watch t parental care of both birds in feeding the you Help the boys especially, to realize that in animal li with many creatures, the father shows as much c cern in caring for the brood as does the mother. the "Amateur Aquarist" by Mark Samuel, aquarist Columbia College (Baker & Taylor Co., N. Y.) describes two nest-building fish, the Paradise-fish India, and the Three-spine Stickleback, in both which species, the male fish builds the nest and he care for the young when hatched. This little book well illustrated giving pictures of aquatic pla suitable for a home aquarium and also many kinds goldfish, snails and other scavangers.

When a rainy day comes and time must be spent doors, some of the following plays with gifts may carried out.

Place the First Gift balls in a row on the table a say "I am reminded of a dandelion's color by whi ball?" Let a child select the yellow ball. Then child says "I am reminded of another by this ba taking the red one. A rose tulip or columbine, etc., the answer. And so continue. With the older ch dren, toss a ball and count ten while the child w catches it must name the flower it represents. Wh tossing the ball, say

"A flower I throw;
Its name do you know?"

Then count, or vary it by saying,

"A bird flies your way;
Its name please now say."

Summer-house—Look at the Mother Play pictu and then the children, with different gifts, accordi to age and experience may make a summer-house, the table or in the sand-box.

The supports may be made with the Fourth G oblongs, or Sixth Gift plianths, or with the beads, o or two held together with sticks, and then a r formed of blocks, raffia, or interwoven paper strips.

Fences can be made of beads, oblongs, plianths a the like. It is so near the end of the season that t children will be familiar with handling the more co plex building Gifts. Steps leading up the hill to t summer-house may be formed in the sandbox. Ma designs for tessalated pavements for a park, with t tablets.

Sandbox—In the sand box let them lay out parks a gardens, with a bit of mirror for a pond, into whi they can put paper fish, and boats. This is the opp

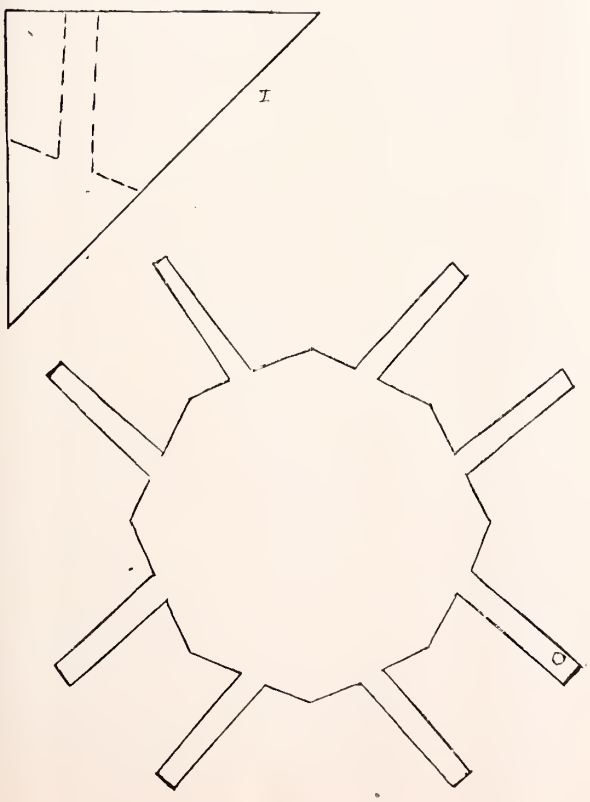
tunity to teach the children how to care for public property. Explain why "they must not pick any leaf, flower or shrub." We can enjoy things just by looking at them without depriving other people of their pleasure, but if we take them other people lose this joy. Let them make of cardboard, little cylindrical receptacles to hold the lunch papers and newspapers which their doll-picnickers take to the miniature park. Help them to feel how ugly the most beautiful meadow is made if strewn with papers and remnants of lunch. Wherever we go we want to leave the world more beautiful than we found it. Let older children print little signs "Please keep off the grass" for the little park. We do not want to spoil our own beautiful possession.

Clay—Model basket, and also lilies and other flowers. Model birds, nests, fish, frogs. Also vases for the park flowers, also statuary.

Baskets—Make these in clay; also in raffia, reed, and of any tall grasses that may be found in your vicinity. Also fold some of the paper-weaving mats into baskets. Then, some fine day, go to a field or sometimes even a vacant city lot, and look for flowers with which to fill your baskets, and then give to parents or friends.

Pencil and Paint—Draw and paint flowers, fish, trees, and animals. If possible find some ploughed field, all brown, and paint in one color; then later paint the same field when its dress has changed to green or yellow.

Freehand Cutting—Cut the goldfish from nature, and other animals.



Cardboard Modeling—Fold and paste a strong cardboard basket, with handle. Also fold and cut a summerhouse of cardboard. Let children experiment first with cheap soft paper, till they have worked out a plan. We give a pattern below. By cutting perforations of different shapes near the edge the appearance of rustic work can be imitated.

PLANS FOR PAPER SUMMER HOUSE.

I. Square paper folded diagonally three times. Cut along dotted lines.

II. Summerhouse ready for bending into shape. Bend extensions which represent posts.

Park benches can be made of cardboard modeling, and the suggestion given that when the park is crowded with people we do not keep one seat too long but give other folk a chance to rest. The park rowboats can be made of the regular paper-folding pattern. Get older boys to try to make an automobile of an oatmeal or other cardboard box, with buttonmolds for wheels. Or some could be made of empty matchboxes and a procession of them move along the park boulevard.

Even little children can have a small part in the great Shakspeare celebration taking place all over the world. They can be told of the great poet who pictured the fairies so charmingly. Tell them something of mischievous Puck, and dainty Ariel. Let them learn the little song from the "Winter's Tale."

"Jog on, jog on, the foot-path way,
And merrily take a stile-a;
A merry heart goes all the day,
Your sad tires in a mile-a."

Explain meaning of foot-path, and stile. Arrange chairs so as to make a fence, or half of the children can be placed in a row to represent a fence. At one place in the fence make an opening with one or two boxes to represent the steps of a stile. Then have the remaining children take a walk as in the country pathway, singing the little song and stepping up over the stile to the field beyond.

The New York Sunday Times has published a number of valuable Shakspeare studies for several weeks and in one of these Percy Mackaye states that even children of six or seven years enjoy having Shakespeare read to them in the original. This has been confirmed by a friend of the editor's whose little girl of seven has read the Lamb Tales and is now reading some of the original dramas. Of course a young child misses many points, and it is well that they should, but the story part carries them along, and when read to by a good reader, the music of the sonorous language pleases them; and like all the classics, the great dramatist never loses his charm but as the child grows older, new beauties are discovered, and what was once read merely as a tale, is now read for its deeper philosophy of life, or its wonderful interpretation of character.

Anger begins in folly, and ends in repentance.—Pythagoras.

MOTHER PLAY

THE FLOWER-BASKET

(Translated from the German of Friedrich Froebel)

By Bertha Johnston.

MOTTO FOR THE MOTHER

Cherish your little one's expression
Of the feelings that stir his heart,
For even the love of a child may fade,
If the nurturer do not her part.

SONG FOR THE CHILD

Yes, I hear the children ask it,—
"May we make a pretty basket,
To bear to Father in the bower,
Many a bright and fragrant flower?
Then a birthday song we'll sing,
As the lovely flowers we bring:
La, la, la, la, la.
Pretty flowers so sweet and dear,
Wish him many a happy year.
La, la, la, la, la.

The position of the hands is clearly shown in the drawing: the little finger of the right hand is laid upon the index finger of the left, the finger-tips of the right hand in the angle between the thumb and index finger, of the left, so that the palms together form a hemi-spherical cavity; the thumb-tips, which touch each other, are turned outward. The positions of the two hands, can, however, be reversed. But in both cases the thumb-tips are turned outward.

As an exercise for the hands, increasing their flexibility by bending, for which it is first of all designed, it is well to represent the basket in the twofold way indicated.

The spiritual significance of this little play, is, as with the former, already indicated. It is, to lead the child (and first of all, in his own child-life and that of the family) to a mindful consideration of, a thoughtful cherishing of that inner, spiritual bond, invisible it is true, but perceptible, which unites us on all sides, with humanity.

"Why are the children here, taking so much trouble to gather so carefully, those beautiful flowers in the pretty little basket? And why is the mother cutting those beautiful lilies?"

"Do you know what I think, my child?"

"Yes, it must be the dear father's birthday."

"Surely, so it is! See, there the father sits in the summer-house on the hill in the garden, and if I see correctly, he has a pencil in his hand, and has been drawing a picture I am sure for his dear children, so as to make his birthday a happy day for them as for him! possibly the cheerful landscape, towards the east, with the sun, rising so quietly and yet in such beauty, an image of the beginning of his own early life, as of theirs now.

"And see, child, the little sister here, seems to feel this too. She cannot wait until the large basket is filled with the pretty flowers, but hurries with her little basket to her father in the summer-house. 'There, dear father,' she says, 'here are some flowers for your birthday; aren't you glad?' But mother and sister and brother will soon bring you more, which really are beautiful!'

"'My blessed little child!' says the father. 'Your own flowers are beautiful, so fresh and pure; yes indeed, everything today makes me happy.'

"You see, my dear, he imagines, that the sun shines pleasantly, the sky is so clear, the air so mild, the trees so green, the birds so joyous, singing so sweetly, the blooming meadow so dewy, (can you see out there, where the father is looking?)—and see the old castle, shining up above there, as if they all said in friendly fashion; 'Good day! Happy Birthday! 'That it is, that the dear father means, when he says that everything today gives him so much pleasure.

"'But' says the father to the child, 'all this would, however, give me but little joy, if I had no dear little daughter, and she no sister or brother.'

"'And no dear, good mother.' The father would certainly say that too, mother.

"Ah, yes, he would surely say that, for he knows that the mother loves him and the children dearly."

"'And do you know, too, dear little daughter,' says the father further, to the child, 'to Whom I owe all this happiness?'"

"'To himself,' thinks the child, 'because father is so good.' But the father says 'To Him who gave me my life, to Him who gives and has given life to all; the All-Giver, the Father of us all, to Him do I owe all this happiness that is mine today. When Mother and Sister and Brother have come, we will thank Him all together.'

"'As the birds their glad thanks sing,
Larks soar high on vibrant wing,
As the swallows add their praise,
And the flowers their glad heads raise;
As in glorious morning splendor,
Smile the meadows, dewy, tender,
With exulting song and call,
Thanks to Him, bring one and all.'

"'So,' says the father, to his little daughter, 'so, we, too, will say our thanks.'

"Mother, when, then, is our father's birthday?

"For a basket of lovely flowers I'll bring,
To him as a birthday offering.
They'll surely please him, so fragrant and gay,
Like his smiling goodness to me each day."

RICHMOND, VA.

The Alumnae Association of the Richmond Training School for Kindergartners held its regular monthly meeting at the Virginia Mechanics' Institute April 5. After the business meeting Miss Adele Clark gave an illustrated lecture on "Art in the Kindergarten." The art work of the students of the training school was exhibited.

"The ORDER OF THE KNIGHTS OF ETIQUETTE"

JENNY B. MERRILL, PD. D.

In "The Progressive Teacher," a wide-awake Southern paper, I have recently read a very suggestive article upon training children to be polite.

It has long been my belief that much unpleasant disciplining could be avoided in both home and school if more attention were given to simple courtesy.

It seems that one mother who had been impressed with the good manners of a certain family of children and who was much discouraged with the growing rudeness of her own children, determined to visit her neighbor and take notes.

Her first observation was made as she entered the room, for said she, "everyone down to the four-year-old tot rose to greet me as I entered. There was nothing studied or stilted but just a manifestation of genuine pleasure and courtesy."

Later when the father dropped a pencil, one of the children picked it up quietly. The father thanked him.

One of the older children who left the room excused herself politely.

As she left, a bow of ribbon dropped from her hair. Her brother quite gallantly picked it up saying, "Sister you dropped this." "Thank you, brother," was the quick response.

"Beg pardon, Mamma," said the youngest child as she accidently tripped against mother's rocker.

The visiting mother was captivated with the children's table manners. Every thing was simple and refined.

Instead of each one thinking wholly of himself and his own wants, each one seemed watchful of the other's needs.

There was a silent grace which gave a quiet dignity to the meal. The oldest sister watched over the youngest so that mother was free to talk to her company. There was no giggling and twisting nor talking with a crowded mouth.

The visiting mother had been a teacher but had failed to apply her own theories in the home. She determined to make an earnest effort, for her children, as she expressed it, were already nearly "beyond her."

Knowing that she could not accomplish what she so much longed for by nagging and fault-finding, she evolved the plan of forming a little neighborhood club which she called "The Order of the Knights of Etiquette."

Stories were told of the Knights of the Round Table, and a good atmosphere created for politeness.

All who joined the new society took "The Vow of Courtesy" and bound themselves to "Each esteem others better than themselves."

There were occasional meetings to talk over the simple rules of polite society and their use in the home.

The nature of the "*Two Little Golden Keys, Thank You and If You Please*," amused the little ones. When the keys were forgotten, mothers quietly remembered, "Have you lost your key?"

I do not know whether Miss Poulsson's little song of "Paul Polite" was introduced, but it is a useful one to suggest in a happy way a few common courtesies.

Underlying all this work, is the power of example.

Children imitate politeness if they are treated politely from babyhood, but alas, we, in these latter days, at least too many of us, live too hurriedly to be polite to each other on all occasions. It really does take time to be polite!—but it pays well in family discipline as well as in society.

KINDERGARTEN PUPILS MAKE FINE TOYS FOR SICK KIDDIES

Miss Allen's Kindergarten on Juniper street of which Miss Grayhill is director, has been working on boxes of toys to be sent to the Hospital for Contagious diseases. Of course the toys were constructed of paper as they have to be burned after use. The children were greatly interested in doing this as very nearly all of them had had measles, whooping cough or some other disease that keeps you away from your playmates.

This same kindergarten entertained a group of the Sheltering Arms children at a party last week. The plans for the party were made by the children and when the little guests arrived their hostesses and hosts knew their names and made them very happy with games and songs and good things to eat.

"Come, Let Us Make a Garden" will be heard in many kindergartens in the next week or two where little children will take their shovels, rakes and hoes and begin caring for some tiny seeds that will grow to be radishes and lettuce and beans and flowers to make father and mother glad.—Atlanta, Ga., Journal.

MARKHAM ON THE KINDERGARTEN

"Kindergartners are the most enthusiastic and devoted class of teachers," declared Edwin Markham, introduced as the American poet, at the annual dinner and meeting of the Brooklyn Free Kindergarten Society, held April 10th at the Pratt Casino, 181 Ryerson street.

"Training the mind without the hand is a hindrance and a handicap to the child. The time will surely come when every school will give attention to the trades and arts. All education should combine mental instruction and handicraft.

"If you would make the world good, make it happy. Feed the people, give them music and pictures, and the evil spirit will be driven out.

"The most difficult thing the kindergartners have had to combat is the environment of certain homes. I don't know how high even an angel could hold its light in an East Side tenement.

"Into every child is instilled the sacredness of life, the sense of service and brotherhood. This, to my mind, is the very essence of religion."

Mr. Markham, who was the guest of the evening, spoke in place of Kate Douglass Wiggin, the author, who was confined to her home with grip.

NEW KINDERGARTEN STORIES

THE SUN

J. M. Niven, Toronto, Canada.

"High up in the sky
Shines the great sun,
Shines for the children
Sees everyone."

A tiny sunbeam shone right into a little boy's eyes one morning and wakened him. He sat up in bed, and through the window saw a rosy light away off on the sky-line.

As he watched it become still rosier. Then he jumped up and ran into his mother's room, "Mother," he called, "Come and see the beautiful light in one corner of the sky. What can be the matter?"

Mother took a look and said, "Why that is Mr. Sun waking up. He is throwing back his cloud curtains. Dress quickly and we will watch him together from this window."

On Robbie's return, mother told him to look at the tiny sunbeams tipping the clouds with pink and gold, to tell the world the sun is coming.

"These sunbeams peep through the windows, and shine into little children's eyes as if to say "Wake up! Wake up! Time to wake again!" Sometimes the children do not heed this warning and roll over again into the Land of Nod."

"I didn't, mother," said Robbie, "I got right up."

When Mr. Sun showed the top of his head, Robbie clapped his hands. Higher and higher he rose till the whole of his jolly face was seen.

Everything in the world seemed to smile back at Mr. Sun. The birds sang sweeter, the grass looked greener, and the flowers sent out a finer perfume.

"Oh mother," cried Robbie, "how beautiful! I'm glad I got up early. Mr. Sun sees I'm not a sleepy-head. I'm going to get up early every morning to see him."

"That would hardly be possible Robbie, for he doesn't rise at the same hour each day. In summer he rises very, very early, and sets quite late, while in winter it's just the other way."

"Watch the sky dear, for soon the rosy curtains will fade when Mr. Sun begins to climb his cloud-ladder. He has a long journey to go before the day is over.

"Up and up he climbs, till at noon he is right over our heads smiling down upon us. Then slowly he goes down the other side of his sky-ladder till at evening he sinks out of our sight.

The sunbeams then draw the rosy, yellow, and purple curtains together. These again fade into the darker curtains of night. All may now go to rest, thankful for another beautiful day.

"Sometimes Mr. Sun gathers the gray curtains about him, and does not let us see his face all day."

"Are the sunbeams Mr. Sun's children, mother?"

"Yes, they are his helpers. They shine into the dark corners of houses, driving out disease. They make boys and girls happy. They warm the dark earth and make the seeds grow. They visit the orchards to sweeten and ripen the fruit. In the fields the corn and wheat are glad to see them, and nod and wave their thanks. Mr. Sun could not get on without his quick little servants."

"And where does he go mother, when he bids us good-night? Does he sleep, too?"

"No, he goes to visit the people on the other side of this world, who have day when it is night with us. They are just as glad to see Mr. Sun as we are."

"Children can be little sunbeams too in the world Robbie, helping to make it a better place to live in."

"How mother?"

"By having cheerful faces and happy hearts. Won't you be a little sunbeam, Robbie?"

"I'll try, mother."

DANDELION SAY

Mary Small Wagner, 1210 McCullah St, Baltimore, Md.

The king of the forest lay near his den, dozing in the spring sunshine. His little friend, the Fly, slowly swung himself on to a whisker, balancing his small body there.

This was his favorite resting place.

Then they held a conversation.

"Well, what do you want?" asked the Lion, kindly, opening his eyes.

"It is you who wants something, this time," buzzed the little Fly.

"If I want anything I do not know it," said the Lion, seriously.

"A great many people want things, and do not know it," said the wise little Fly. "Now you want a door plate at your den so that your friends will know that you live there."

"But I do not know how to write," sighed his majesty.

"But I do," buzzed his little friend.

"Very well—write me one."

So the Lion went a hunting for his dinner, and the little Fly flew away. He did not stop until he had flown straight down on my desk. My inkstand stood open, and there was a small bit of paper near it. The little fly dipped himself in the ink, and then scrambled out and dragged himself across the paper. He wrote the Lion's name this way, and this is how it looked.



Then the fly hired six strong ants to take the paper to the forest, and this took several days.

When the Fly, ants and door plate arrived, the Lion was near his den again.

He fastened his new door plate to a bush with two thorns and seemed much pleased.

"You can do something that I cannot do," said the g Lion to the small Fly.

The Lion was surprised one day to see a brown bear pproaching with two earthern pots under his arm. he Bear was very old, and very anxious to sell his ares.

"What have you to sell, my friend?" asked the ion.

"A very excellent dressing to make the hair smooth nd glossy," answered the old fellow—even humans se it. It will make your coat look very different," e went on, glancing at the Lion's thick hair.

The Lion shook his shaggy mane from his eyes.

"Why, people have generally admired my coat," he id in a hurt sort of voice. "Still it may be greatly nproved," wheezed the old Bear.

Now, the Lion was going to visit a sweet young ioness, that very evening, and wished to look his est—moreover, being very kind hearted as great folks ften are, he wished to help his poor brother. He ave the Bear a large pot of honey, and the Bear gave im one of his pots of dressing. The Bear then went heerily on his way, humming an old song; while the ion entered his den and opened his pot.

"What do you think was in it?"

"Bear's grease of course!"

The Lion greased himself all over, until he was ery slick and shiny. Did not think him half as good ooking as he was in the way the Lord had made him, owever, he started out with his walking stick and yeglass.

"Look at the Dandy Lion," everyone said. And he as a Dandy Lion indeed.

The field was full of bright yellow Dandelions—and ome old white Dandelions too. They all looked up as he Dandy Lion passed.

"Our hair is shaggy," giggled the little yellow Dandelions.

"And mine is too," said Grandmother Dandelion, haking with laughter.

"Look out, Grandma, you are losing some of your air," cried one pert yellow Dandelion. She did not now that it was the second or third time that day, hat Grandma had performed this kind little act, and iven some of her hair to mother Earth to make over nto new Dandelions for little children to enjoy.

WHAT GERTRUDE AND HERMAN FOUND IN THE STRAWBERRY PATCH

PART II.

Susan Plessner Pollock.

Grandma had taken care of the sick little rabbit two ays——; Nicks had stayed the whole time with him. The two long eared little strangers may have enter-ained each other very well; but they seemed to be shamed to play if anybody looked at them. As soon s Herman or Gertrude came near, Nicks stood stock till there and that little rabbit seemed to be asleep—. The truth is, there are children who do not do much etter! After a while the little rabbit was again ell and jumped merrily around in the room. Droll as the little fellow, he shook his little nose continually and if one attempted to touch him he stamped hard on the floor with his hind legs and husch! off he was——.

"I will carry the rabbit to Mr. Pessumehr," said the father."

"To Mr. Pessumehr?————"

"Yes, certainly, the wild creatures of the wood belong to him!"

The children would like to have been transformed into two little rabbits, that they might also, be taken to Mr. Pessumehr. Where would it live now? Perhaps in the conservatory with the gay, parrots. Perhaps with the monkeys but that would not do; they would surely pull the long ears off the poor little rabbit.

The next morning father meant to catch the little wild mischief, but he went first to Mr. Pessumehr to announce the arrival of the unusual little stranger.

"Tomorrow, we will get up very early to say goodby" said Herman and Gertrude hurried to make it a wreath to wear.

"We will send our Nicks with him," proposed Gertrude, "then he can see where Bunny will live."

"The stupid fellow cannot tell us" added Herman.

"No, but let him go," begged Gertrude. "He will have the fun for himself anyway!"

"He will be ashamed, with his ragged ears," said Herman; "not one of the parrots is so ragged."

"We will beg Grandma to sew his fur for him."

Nicksies' ears were rightly darned, he looked fine again. The next morning, the wreath was to be hung about his neck, he was to hand it to the rabbit and make a grand farewell speech, Very softly, the children opened the door of the room and as softly slipped in. But what had happened here? The little rabbit was gone and in its place on the moss bed, stood a little white sheep that was fastened on rollers like Nicks—their little black rabbit,

The children clapped their hands in astonishment, that was an unprehensible story. Little Grudie always said unprehensble instead of uncomprehensible.

If the story of the acorn which grew into a tree and was transformed into a ship—had not been explained to him—by Grandma, Herman would have said, the rabbit had transformed itself into this little white sheep—as it was, he did not trust himself to say this, and Gertrude was also still—she looked silently at Herman and he looked silently at her——. However they could not remain standing so—they sprang out of the room and looked for Mother and Grandmother to tell them of this wonderful discovery. Now the matter was explained. Mr. Pessumehr had desired that the little wild rabbit should be taken back to the great free wood and fields again. That was good of Mr. Pessumehr, the poor little rogue, used as he was, to his life under the beautiful trees, would have been sad, if he had been obliged to live imprisoned perhaps in a cage, like a monkey.

But that little white sheep on rollers, how did that get there?

That, the godmother Krany had sent; she had been to town and bought it at a fair,

ADDRESS OF ELIZABETH HARRISON AT NASHVILLE, TENN.

One of he great addresses made before the Mother's Congress at Nashville early in April was delivered by Elizabeth Harrison of Chicago, known as one of the great kindergartners of America. A few excerpts are given below:

After listening to the proceedings of the congress this week, Miss Harrison declared that she felt as if she had been drilling raw recruits in the rear ranks, and without warning had been thrust into the front ranks to address the leaders. So much lay at hand to select from that it was hard to find where to start. Finally, however, consideration of her subject had brought her to the topic of health and from this theme she thought she might well begin her address.

Miss Harrison declared no one knew better than herself the poison of fatigue. No one knew better the value of exercise, the aid that proper food affords to proper living. She was fully alive to the importance of health as a thing the home owed the boy.

"And yet I can say that health is not the chief asset the home owes the boy," asserted the speaker. If this were so, the athletic young man and woman would fit the ideal of living, and they do not.

Turning to character, Mrs. Harrison said she had spent much of her life in building one character. She had taught with all her might the power of the will in the development of character.

"And yet I do not think the formation of character, in the general acceptance of that term, is the highest thing we can give our boys."

She cited the case of living paragons of character who, when public movements for good are afoot, everyone hesitates to approach with a request to aid in the work.

"In that character there is something lacking."

About this lacking thing, according to the speaker, she intended to talk. She could hardly define the thing, unless it were "joy." This feeling, declared the speaker, was of the sort that inspired the music of David before the king; that stirred Schiller, and made Beethoven write his wonderful "Ninth Symphony."

JOY OVER LIVING."

Teachers and parents have a wonderful opportunity to develop this "joy over living" in the child. It does not demand talent or particular ability in the child to afford a soil from which it will spring. Most certainly, however, prejudice, indifference and misunderstanding will kill it, or stunt it.

While studying in Germany, Miss Harrison declared she had been given a wonderful definition of the subtle feeling she sought to set forth to her audience.

"Unity," she had been told, was the great indefinable quality—unity with nature and with one's fellowman.

Taking up the practical development of this latent quality in the child, Miss Harrison said one of the principal objects of the training was to let children bring to blossom the real spirit of themselves. Unless the boy can be helped to develop this essential fact of being himself, he has lost the greatest thing in life money is not to be compared with it.

True vocation for a boy meant that thing in whi he most naturally fitted. Turning to this subject her main theme, the speaker dealt with three princi obstacles that stood in the way of helping the boy i some walk in which he has "self-activity." If once feels interest, said the speaker, in his work, will not seek recreation in dissipation.

The first obstacle to the selection of the proper wo for the boy is family pride, which insists on selecti the occupation for the boy rather than letting his o nature work this out.

Time after time, the speaker said, she had witness the blighting of lives by the stupid determination parents to maintain the family position by putting t son in a "respectable" profession. She cited an exa ple of a young man, naturally mechanical in his be who was, for sake of family pride, twisted into worthless lawyer.

On the other hand, an example that was a source joy to the speaker was that of Agassis, the grea scientist. When merely a boy he had expressed desire to collect specimens of fish and study the Instead of discouraging this, his mother had enco aged a natural tendency.

Still another example of a boy really interested nature was cited by the speaker. Despite knowled of the boy's love of natural things, the father h dragged him to a desk in his own business. The b did not succeed.

"Say to the woman back in the home that one the chief things the home owes the boy is to study h temparament and the strength and weakness of h character. Then encourage his natural self."

The idea that the object of work is money is t second great obstacle in the way of choosing a prop vocation. When parents tell a son he will make mo money in this work than that, they are giving a sto for bread.

"The Blessedness of Drudgery," said the speaker, a splendid little volume which she likes to distribut It tells of the glory and beauty of work.

Example upon example was cited by the speaker the stultification that results from too much conside ation of money. Interest and love of work should substituted for contemplation of the financial side things—once these have been elicited the money w usually follow.

The worst obstacle of all to the selection of a su able occupation is the absolute indifference of paren to the subject of a vocation for the boy. They will p the subject off until finally the boy must go to wor Then their sons just drift into jobs, and from then drift on and on through life.

The mother has more influence than anyone else i selecting the qualities that represent the real boy a developing them. In closing the speaker appeale for every effort to develop the "joy of living"—a jo that will save many a mute inglorious Milton."

TOY MAKING FOR THE KINDERGARTEN

John Y. Dunlop, Greenfield, Tollcross, Glasgow.

For the making of toys the children should be urged bring waste material to the class room and the acher will have many opportunities of giving sug-stions as to the choice of suitable and sanitary odds id ends.

Rags and pieces of wood must be clean as also must boxes.

Newspapers which can be freely used should not be o old.

The making of paper and rag dolls always appeals to ung children.

Take any odd shape piece of paper and have the ass to model up as shown at Fig. 1.

Be careful that each member of the class forms the



FIG 1

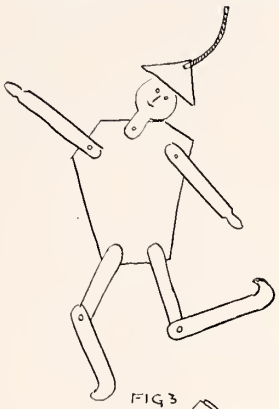




FIG 2

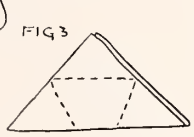


FIG 3

FIG 4



FIG 5



FIG 6

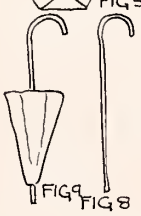


FIG 9 FIG 8

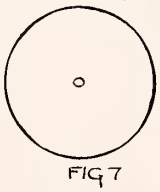


FIG 7

ead part of the model solid and that the arms and egs are not torn off from the main part of the body.

Tie pieces of string round the neck, waist and rists.

Cover the face with a piece of pink tissue paper and ark the features with pencil or crayon.

Tie on a newspaper bonnet, add any decorations ou like and a delightful doll which will stand up will e the result.

Dolls may be made of a paper foundation as above nd dressed with tissue or crinkled paper.

A doll family may be made by the class. The roper proportion of father, mother and children eing wrought out by the class under the guidance of he teacher.

Individual children have great opportunities of using their ideas in the finishing of these dolls.

All the little details in the finish of the doll family may be taken up in turn.

For instance the pattern for the mother's hat is shown at Fig. 6.

Fold a piece of paper on the diagonal, Fig. 4.

Fold on the dotted lines, Fig. 4. Fold the top triangles, Fig. 5, one in front and one behind.

Open out and finish with a fowl's feather, Fig. 6.

Fig. 9 shows the doll's parasole.

Figs. 7 and 8 show the material for building.

Cut Fig. 7 from a piece of tissue paper.

Fold on the diameter in the shape of a parasole cover.

Fig. 8 is the handle made from a piece of cane split very small.

To form the handle heat the cane over a gas jet and hold to shape of handle until cool.

Place the cover in position and tie tightly round the bottom of the stick.

Some of the classes could cut out a doll as shown at Fig. 2.

The delightful part of this work is that the drawing can be done all in one piece and also the cutting out.

There are therefore no pieces or a tiny scale to get lost during the lesson.

After the outline has been cut out all right the points are cut one at a time and fastened with a midget paper fastener.

The hat, the hands and the boots are not severed but kept as originally drawn.

A piece of string is now fastened to the head so that when jerked up and down Jumping Jack will dance and kick and throw out his arms and legs in a wild sort of manner, Fig. 3.

This toy has called forth a definite purpose behind the child's work.

It has had to think forward as one wrong cut might have spoilt all his material and the good results of the effort.

Also care and experimenting are needed to point the doll and also to apply the jumping apparatus successfully.

HER'S WAS A RARE SPIRIT

The Rev. Dr, John H. McIlvain of New York said of the late Susan E. Blow:

"Everything with her was vital. No part even of the material world was dead or meaningless. On the contrary, all things were instinct with life, were manifestations of the 'pure activity' of which the world is made. This is a current belief, but not for everyone who holds it does it have the real significance that it had for her. This doctrine is closely related to that of the 'generic energy' so familiar to students of the kindergarten, and, through that, to the religious idea of the indwelling spirit. Her's was a rare spirit, and her life has furnished a splendid illustration of what unswerving devotion to great principles can bring to pass."

RATIONAL EDUCATION

BERTHA JOHNSTON

In his booklet, "Rational Education," Bruce Calvert speaks with severity of what he calls "the dinky" little plays of the kindergarten. Whether the plays of the kindergarten are dinky or not depends to great extent upon the director and the spirit in which they are played and whether the child when playing them is merely imitating slavishly the teacher or is expressing its own joyous self. Recently we saw a professional dancer express most exquisitely the spirit of the rising mist of the sea; and then after a quick change of costume she danced the dance of the snowflakes. What more natural than that the little child, after watching the falling flakes or the raindrops, or the floating butterflies or galloping horses, should, when fitting, expressive music is played, thoroughly enjoy expressing in his own active little person the spirit of what he observes. The physical exercise under such circumstances is excellent, and both mind and body brought thus into harmony fiulfill a truly developing end, unless perfunctorily performed.

A Memorial Service for Miss Susan E. Blow, was held Palm Sunday, in the Cathedral of St. John the Divine, New York, under the auspices of the New York Kindergarten Association during the hour preceding the usual Vesper service. The service comprised the singing of the processional and recesional, sung by the vested choir of male voices, the reading of the lesson from St. John XIV, the singing of an anthem, and several hymns, and a brief but inspiring tribute by the rector.

The motto for the Mother Play of The Flower-Basket reminds us that the impulse of love in the child's heart must be fostered or it may fade and die. The words of this hymn by B. C. Trench express the same idae.

Make channels for the streams of love,
Where they may broadly run,
And love hath overflowing streams
To fill them every one.

But if at any time we cease
Such channels to provide,
The very founts of love for us
Will soon be parched and dried.

For we must share if we would keep,
That blessing from above;
Ceasing to give, we cease to have,
Such is the law of love.

SAN FRANCISCO

Before the kindergarten section of the California Teachers' Association April 19th, Grace Barnard said with reference to the Montessori method. "No system that provided for the development of the subnormal child and left the normal in danger of becoming much bored with its school work could be regarded as a success."

ROCHESTER, N. Y.

At the annual meeting of the Rochester Kindergarten Association at School 10, these officers were elected First vice-president, Mrs. Adele E. Brooks; second vice-president, Mrs. Adele E. Cochrane, recording secretary; Miss Hazel E. Williams; corresponding secretary, Miss Ethel M. Johnson. The president Miss Mabel Green, and the treasurer, Miss Lilal Underdenk, hold over another year. The program for next year was discussed and arrangements were complete for the two recitals to be given May 3 and 4 by Mrs. Harriet Story MacFarlane.

JACK

NELLIE BURTON BROCK.

My little dog whose name is Jack,
Has eyes so big and brown;
Two velvety ears, a saucy black nose,
He is quite the beau of dog town.

He is honest and true, and minds so well,
Except I am sorry to say,
If out for a walk he forgets all else,
Should a pussy cat pass his way.

And then when he returns to me,
He feels so sorry and sad;
And I say to him—Go way by yourself,
I can't love a dog who behaves so bad.

Then off he goes with his head hanging down
As unhappy as he can be;
But when I say, Jack, you are forgiven,
Back he comes barking with glee.

MY BABY

NELLIE BURTON BROCK.

Two bright eyes that watch me close
Whether I laugh or frown,
Two little feet so tender and small
That follow me up and down.

Two little arms, that hold me tight
When night is closing in,
Tell me, dear Lord, could I ask for more
To keep me pure and free from sin?

BABY-CHICKENS

NELLIE BURTON BROCK.

I counted hosts of baby chickens
In my neighbor's yard today,
The dearest, sweetest, balls of fluff,
And I heard each chicky say—
Peep, peep, peep, a cold, cold world indeed,
We had no mother dear to welcome tiny chicks like us,
When we arrived "by incubator" here.

GRAND RAPIDS, MINN.

Mrs. Hester Gilman-Carnell of St. Cloud, Minn., has been engaged as directress of the public school kindergartens here.

RELATIVE TO THE N. E. A. MEETING AT NEW YORK, JULY 3-8.

General meetings of the N. E. A. are to be held in Madison Square Garden, which also will house the commercial exhibit and two of the section meetings. Other section meetings will be held in the three headquarters hotels, namely, the Astor, the McAlpin and the Waldorf-Astoria and in the Washington Irving High School. In the latter a notable educational exhibit will be housed.

The splendid exhibit of the New York City public schools together with all of the exhibits shown at the Panama-Pacific International Exposition in the New York City Building will be on view in an armory convenient to Madison Square Garden.

Among the speakers at the general sessions are President Wilson, Judge Taft, Governor Whitman, Mayor Mitchel, Dr. Finley and many others prominent in the world of education and in public life.

Every educational institution in Greater New York will throw open its doors to the visitors and special efforts will be exerted to display the work of each. All of the teachers' organizations are hard at work upon plans for entertainment and cooperation. The museums, institutiens and gardens, at which an admission charge is made to the public on certain days of the week, have agreed to abolish such charges to members of the N. E. A. during the convention.

New York City hotels are not only pledged to make no increase in their rates on account of the convention, but many of them also have offered special reduced rates.

Elaborate preparations have been made for the operation of an unusually efficient Information Bureau, where the questions of teachers on educational and general topics will meet prompt and intelligent replies.

The general committee is planning to issue a book of generous dimensions, containing, in addition to the detailed program of the convention, special maps and detailed data relative to educational institutions and the city's myriad features of interest. The contents of this book have been compiled and prepared with such care as to make it a comprehensive text book on the world's first city.

BEADS MADE FROM WALL PAPER

ESSIE HURFF.

Secure from a paper hanger a sample book of wall paper. In choosing colors and figures for a chain, the light colored, flowery kinds will give a "Dresden-china" effect, while the dull reds, browns and greens will make Indian beads of a Navajo type.

Cut strips of paper three-fourths of an inch wide and six inches long. Beginning at the lower end, taper each side of the paper until the opposite end is reached, and you have a very narrow, long spear. Starting at the broad end of the spear, with the colored side out, roll the strip of paper between the fingers, or around a hatpin, very tightly. As soon as the tip is reached, secure with a little paste. The beauty of the bead depends almost entirely upon rolling tightly, and tapering the bead gradually from start to finish. The result will be a long, multi-colored bead, large in the center and tapering to both ends. By varying the size and the amount of tapering of the spear of paper, different shapes of beads may be produced.

These beads may be strung on string, and alternated with gilt or glass beads. At the ends of the string may be placed a clasp, and the necklace put on or taken off at will. The longer strands will be endless, of course. By alternating colors, shapes and sizes of the paper beads, and by introducing metal or glass beads of brightly contrasting colors into the string effects that are really artistic may be secured. If the completed beads are covered with a thin coat of white shellac before being strung they will not become so quickly soiled, nor will they so readily crumple under accidental pressure.

The child who becomes expert in the making of these beads may find it pleasant to make them for gifts to relatives and friends. Also they can be used in costuming schoolroom plays. Small children may like to wear a string on closing day.—Normal Instructor and Primary Plans.

THE MODERN KINDERGARTEN

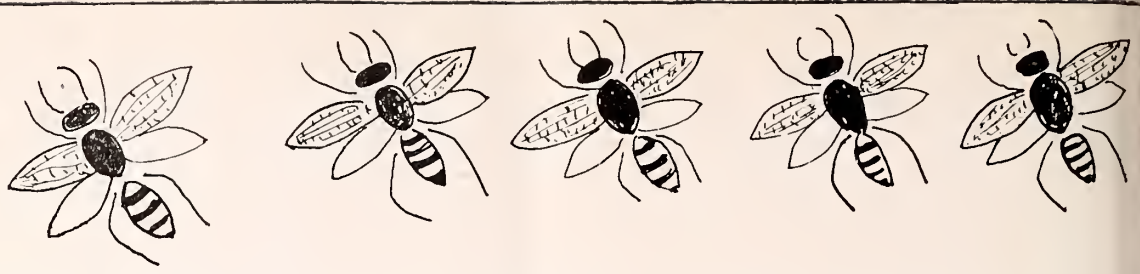
By MRS. SAMUEL NORTON, Portland, Ore.

(Excerpt from Address.)

"By a modern kindergarten, I mean just what the word implies. The greatest truths and most wonderful things are the simple things. Rather than send a child to a poor kindergarten, I should keep him at home. We want to surround the child in an atmosphere where he can be developed. The atmosphere should be such where mental, moral and physical development can take place. If he is not put in that atmosphere where he can develop, he will be stunted. The early years of the child's life are the years that count. A child should be so developed that he should be able to solve any problem in life that may come to him. Education is the preparation for life. We should begin with the baby—yes, before. The hope of this age is in the little child. The mothers are awakening to the great need of preparation for motherhood. The teacher comes next to the mother, and the kindergarten is the connecting link between the school and the home. If the two work together, they can do much. The kindergarten stands for self-expression."

WORCESTER, MASS.

The Normal School Kindergarten Alumnae which is interested in a movement to open a kindergarten in the Temporary Home and Day Nursery, 10 Edward street, will present a play, "The Other Piper," in the Assembly Hall of the school, Saturday, May 20. According to present plans the alumnae will raise a fund to pay the salary of an experienced kindergartner who will teach the little ones who are left in the home while their mothers are away at work.





All the birds and bees are singing,
All the lily bells are ringing,
What is this the flowers say?
It is lovely May.



When Father goes off for a trip
He packs his things in this nice grip
It's made of leather, colored brown,
And is the best one in our town.

Mary had a skipping rope,
She takes it to her school,
She lends it to her friends I hope,
And minds the 'Golden Rule.'



BOOK NOTES

Our thanks are due to Mr. D. W. Springer, secretary of the N. E. A., for a beautiful volume containing the addresses and proceedings of the meetings of the National Education Association, held at Oakland, Calif., during the Panama-Pacific exposition. There is a world of wealth in this volume—something for teachers in every department of education.

"ART IN DRESS WITH NOTES ON HOME DECORATIONS," By Misses Lydia Bolmar and Kathleen McNutt. Price 35c. Published by The Manual Arts Press, Peoria, Ill.

This book is a text treating of the fundamental principles of art applied to dress, millinery and home decoration. It presents the subject in a simple and direct manner, and uses illustrations of the simplest character possible. The aim of the authors has been to establish fundamental principles and make it possible to readily build upon them more elaborate problems without confusion to the worker. The book does not treat of style, but proves a valuable aid in establishing guiding principles in dress, thus preventing blind obedience to erratic fashions.

BIRD HOUSES BOYS CAN BUILD, By Albert F. Siepert. Bradley Polytechnic Institute, Peoria, Illinois. Price, postpaid, 50 cents. Published by The Manual Arts Press, Peoria, Illinos.

A book of rare interest to boys. It illustrates hundreds of bird houses and shows working drawings of houses of various designs. Bird houses, feeders, shelters, sparrow traps, and other bird accessories are also illustrated with practical suggestions for wide-awake boys.

PLACE OF THE HOME SPEAKING

Mrs. W. S. Heffernan of Chicago, on "Moral and Religious Teaching in the Home," said in part:

"The home is the first and most natural school of religion and the parents are the God-appointed teachers, but too often the parents are too busy with secular and material affairs to give much attention to the child's spiritual training.

"Little religious rites and ceremonies praying with and for the children, the reverential attitude in celebrating the religious holidays, all those make for spiritual training for the child.

"The period of adolescense is the period when religious training is most essential. Religious training at this period must be conducted in comformity with the nature and needs of mind at this stage of its development. Parents and teachers must discern the route which the soul is pursuing and choose methods in accordance.

"I must take the adolescent as it finds him, with all his native impulses and instincts and direct these into the right channels. The outcome of religious training should be social service—the translation of egoism into altruism."

THE KINDERGARTEN IN ILLINOIS

Mrs. Mary Boomer, Chicago.

(Excerpt from talk at Illinois Congress of Mothers, Caro, April 11.)

"The mothers of Illinois hold the key to the door of opportunity for the children of the state. The fathers hold the key to the financial resources. The new rendering of the law concerning the education of the youngest children, who are allowed in our public schools in Illinois is such that if parents wish their children to have the right start on the educational highway they can have it. The law reads:

"'The board of school directors shall be clothed with the following powers: To establish kindergartens for the instruction of children, between the ages of four and six years if in their judgment the public interest requires it and to pay the necessary expenses of the same out of the school fund for the district; provided that no one shall be employed to teach in a kindergarten who does not hold a kindergarten certificate as provided by law.'

"The committee of the Illinois Congress of Mothers which has this matter in charge since last year has made thirty addresses. The members of the committee and those both directly and indirectly affiliated with them have made one hundred calls. The committee has also met as a whole and in small groups fifteen times. They have a list of many hundred names of persons in the state to whom will be sent the middle of May, two copies to each person of a printed article on the value of the kindergarten, with statements as to how each person can help promote the cause in a practical way. There are three important factors in education now before the public, viz.:

"1. Educational processes must be based upon motives, which appeal to the human side of life more than the intellectual.

"2. Scientific understanding of these processes is therefore imperative.

"3. Socialization of education is recognized as a necessary basis."

KINDERGARTEN EDUCATION

Kindergarten education is motor, and its aim is to develop human power. Some of its maxims and its watchwords are:

"Self activity"; "learning to do through doing"; "education by development"; "all growth is from within, out."

These terms used unintelligently often stand for nothing but cant and formalism, but rightly understood and followed by the well trained kindergartner they mean that the child gets special training for his lower nerve centers. He gains control of his physical organism. He gains:

(1) The ability to obey promptly and to carry out instructions; (2) the ability to concentrate attention; (3) the ability to carry his own ideas into effective action.

The kindergarten furnishes a mental background for the formal study of reading, writing, arithmetic and geography.—Oklahoma Times.

GROTON, CONN.

Miss Lillian Chapman, teacher of kindergarten at the Groton Heights school has resigned her position, the resignation taking effect when school closes in June. Miss Sarah Avery, who at present teaches the third grade will take charge of the kindergarten next fall.

Miss Dorothy Church has been engaged as assistant kindergartner instructor at the Groton Heights school where she commenced her duties April 25. The position has been created by the increased number of kindergarten pupils.

The only way to have a friend is to be one.—Emerson.

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BALTIMORE

Excellent results are attending the kindergarten propaganda movement introduced during the past few months in this city by the Baltimore Kindergarten Club.

With "more and better kindergartens" as their slogan the devotees of childhood have been untiring in their efforts to arouse both men and women of the community to an appreciation of the vital part played by the kindergarten in the growth and development of Young America. As the outcome of their vigilance it is probable that the year 1916-1917 will see more adequate recreational facilities made available to the little people, who, heretofore, have been denied such advantages.

Representatives of the club and its movement have addressed 17 well-known organizations in the city: That the general sentiment is one of indorsement is indicated by the fact that in every instance the organization addressed has pledged its co-operation.

He who loves goodness harbors angels, reveres reverance, and lives with God.—Emerson.

MISTAKE.—Any man may make a mistake, but none but a fool will continue in it.—Cicero.

MOTIVES.—Let the motive be in the deed and not in the event. Be not one whose motive for action is the hope of reward.—Kreeshna.

OBSERVATION.—Each one sees what he carries in his heart.—Goethe.

OCCUPATION.—Occupation is the necessary basis of all enjoyment.—Leigh Hunt.

OPPORTUNITY.—Opportunity is rare, and a wise man will never let it go by him.—Bayard Taylor.

ORIGINALITY.—He who thinks for himself, and rarely imitates, is a free man.—Klopstock.

PARDON.—They who forgive most, shall be most forgiven.—Bailey.

Fidelity is seven-tenths of business success.—Parton.

Men find it more easy to flatter than to praise.—Richter.

Fortune is ever seen accompanying industry.—Goldsmith.

No man is free who is not master of himself.—Epictetus.

Obedence is the mother of success and is wedded to safety.—Aeschylus.

Wisely and slow;—they stumble that run fast.—Shakespeare.

Idleness is the key of beggary and the root of all evil.—Spurgeon.

Better be unborn than untaught for ignorance is the root of misfortune.—Plato.

Fortune may find a pot, but you industry must make it boil.—Gay.

If a man empties his purse into his head. no one can take it from him.—Franklin.

Scoff not at the natural defects or any which are not in their power to amend. It is cruel to beat a cripple with his own crutches.—Fuller.

We judge ourselves by what we feel capable of doing; others judge us by what we have done.—Longfellow.

Learning is wealth to the poor, an honor to the rich, an aid to the young, and a support and comfort to the aged.—Lavater.

Dispatch is the life of business and method is the soul of dispatch.—Penn.

Few minds wear out; more rust out.—Bovee.

Any man may make a mistake but none but a fool will continue in it.—Cicero.

PARENTS.—A suspicious parent akes an artful child.—Haliburton.

PEACE.—Peace is the evening ar of the soul, as virtue is its n; and the two are never far part.—Colton.

PERFECTION.—Perfection is at-ined by slow degrees; it requires ie hand of time.—Voltaire.

CHRISTMAS PLAYS

The Story of Bethlehem

A Beautiful Nativity Play

Told n Ten Old Carols
Translated and Arranged by

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..In "The Story of Bethlehem" Miss Hofer has arranged a play of unusual interest; it is impressive and attractive. .The music dates back several centuries and, while a little unusual, in that it hasn't the familiar ring of present day tunes, it is rich in its melodic content and beautful—a wholesome character of music to know. Some of the numbers can be rendered by full choir of mixed voices, the accompaniments furnishing the arrangements for such use. The play can be given by children or adults.

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PLEASE when answering any adv. in this column say "I saw your adv. in the Kind.-Pri. Magazine."

LET CHILDREN LIVE HAPPY, NATURAL LIVES

LUTHER BURBANK

"If you want your child to grow up into a sane, normal man, a good citizen, a support of the state you must keep him in the sunshine. Keep him happy. You cannot do this if you have a sour face yourself. Smiles and laughter cost nothing.

Do not be cross with the child; you cannot afford it. If you are cultivating a plant, developing it into something finer and nobler, you must love it, not hate it; be gentle with it, not abusive; be firm, never harsh. I give the plants upon which I am at work in a test.. the best possible environment. So should it be with a child, if you want to develop it in right ways. Let the children have music, let them have laughter, let them have a good time; not an idle time, but one full of cheerful occupation. Surround them with all the beautiful things you can. Plants should be given sun and air and the blue sky; give them to your boys and girls. I do not mean for a day or a month, but for all the years. We cannot treat a plant tenderly one day and harshly the next; they cannot stand it. Remember that you are training not only for today, but for all the future.

WANTS MORE KINDERGARTENS

A. J. Cloud, deputy superintendent of schools of San Francisco, secretary of the California State Teachers' Association, advocates more kindergartens for San Francisco.

"The reaction of the kindergarten upon the first grade work is extremely beneficial," declared Mr. Cloud. "I most emphatically advocate more kindergartens, because it encourages a child in the freedom of expression. A child entering the first grade from the freedom of his home meets with repression and is made to sit in silence. He becomes an onlooker and is abashed when called upon. In the kindergarten he learns little songs and dances which please him, and he feels the same freedom that he does at home. The transition from this work to the first grade is not so abrupt."

ANXIETY.—Let us be of good cheer, remembering that the misfortunes hardest to bear are those which never come.—J. R. Lowell.

BOOKS.—Next to acquiring good friends, the best acquisition is that of good books.—Colton.

One pound of learning requires ten pounds of common sense to apply it.—Persian Proverb.

EARNESTNESS.—Earnestness is enthusiasm tempered by reason.—Pascal.

EMPLOYMENT.—The devil never tempted a man whom he found judiciously employed.—Spurgeon.

Had we not faults of our own, we should take less pleasure in complaining of others.—Fenelon.

Fortune is ever seen accompanying industry.—Goldsmith.

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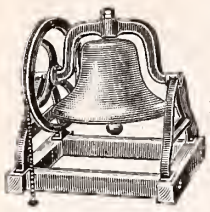
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Negligence is the rust of the soul, that corrodes through all her best resolves.—Feltham.

NATIONAL EDUCATION ASSOCIATION

1916 meeting to be held in New York.

The National Education Association will hold its 1916 session in New York City, July 3 to 8. This is the first time this meeting has come to the nation's great metropolis, and the plans of entertainment, in appointments, facilities and comfort have been cast on a scale never before attempted by any other city where the Association has convened. The fact that the meeting place is in the center of the country's greatest population area, with its thousands of teachers within easily accessible distance, and that the opportunity of a visit to the great metropolis will have its drawing power on thousands of other teachers from even the most distant parts of the country, insures in all probability a record attendance.

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BRISTOL, MASS.

At a meeting of the Bristol Mothers' Club held in the auditorium of the Colt high school April 25, Miss Caroline Aborn of Boston gave an interesting address on kindergarten work.

Mis Aborn's subject was: "The Value of Kindergartens to a Community, and What a Kindergarten Stands For."

Eighty children enrolled in the new kindergarten at the Lyndale school, which opened April 24. Miss Ralla Milbrath is in charge.

ABILITY.—Ability is a poor man's wealth.—M. Wren.

ADVICE.—Let no man presume to give advice to others who has not first given good counsel to himself.—Seneca.

'BEHAVIOR.—Behavior is a mirror in which every one displays his image.—Goethe.

Children have more need of models than of critics.—Joubert.

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NE, 1916. VOL. XXVIII---No. 10

THE N. E. A. MEETING AT NEW YORK

The annual meeting of the National Education Association in New York, July 1-8, promises to the most successful in the history of the organization. It is the first time that this meeting has been d in that city and the almost unlimited space provided by the great Madison Square Garden; the loca- n of New York in a densely populated section, the low transportation rates, the rare speakers, including ne of the most noted men in the world, all point to a successful meeting. Every teacher who can s bly do so should attend this meeting. Full information can be obtained by addressing the secretary, . W. D. Springer, Ann Arbor, Mich.

EDITORIAL NOTES

T Denver April 28th the kindergarten children of Elmwood school assisted materially in the enter- nment given by that school.

T Boston, Dr. Dyer, superintendent of schools, r a trial of the Montessori method, declares that s not so efficient in the training of little children as kindergarten.

T the I. K. U. meeting in Cleveland the relation of ervisors to kindergartners was most ably discussed Helen Gordon of Washington, Ella R. Royce of tsburg and Lillian Stone of Cincinnati.

T Buffalo, N. Y., an investigation of school build- s showed that at schools Nos. 44, 17 and 61 base- nts were in use for school purposes because there s no room elsewhere. At school No. 44 this con- ion was found to be especially bad. Scores of ldren in the first primary grade were seated in np, dark, ill-ventilated basement rooms. Others e huddled in cloak rooms. A class of kindergarten s was cooped up in a little lunch room, practically oid of furniture and other facilities. The tendency make the littlest children the victims wherever ements had to be used called for comment.

It seems to me there is something wrong with the icy of placing the little ones, five and six years old, he basements," said a member of the investigating mittee. "These babies need clean, dry air and shine more than older pupils, and should not be ked out for confinement in these unhealthy base- nt rooms."

THE kindergarten attendance in the public schools of Providence shows an increase of 16 per cent thus far for this year.

ECHOES FROM THE I. K. U. MEETING

MISS ALICE MARSHALL HINES of Youngstown, Ohio, said in her report of the late meeting of the I. K. U. at Cleveland, Ohio, to the Youngstown Vindicator:

"Certainly an immense field for study was opened up for all who attended the Cleveland convention. Someone has said that what we are interested in more than anything else just at present is the unconscious side of human nature, and it is just on this unconscious side that so much of the new kindergarten theory is based. The entire movement shows an increasing respect for the child, a growing reverence for his latent possibilities, and reluctance, even fear, of doing anything that may injure or retard his development. The teacher is not to impose her will or her ideas upon her pupils, but only to nourish the good qualities and foster the aptitudes with which nature has endowed them. A corollary of this is, of course, the paying of a very high degree of attention to the individual child. Kindergarten work has never approached so closely to the ideal of Rousseau, who gave the initial impulse to the movement, and there has never been time when kindergarten teachers were so impressed with the idea that the child is father of the man and must be treated so. The burden that this places upon teachers may readily be imagined, especially as so little is known as yet of the unconscious and the subconscious side of human nature.

GENERAL SUGGESTIONS FOR JUNE PROGRAM

By Dr. Jenny B. Merrill
New York City

The closing month of the school year brings a temptation to reviews, but we remember after all, that little children live mainly in the present so that everyday problems will interest them most.

June will have its warmer days which may make it desirable to remain indoors, but by changing the day's order, we may have an outing early, possibly even for the opening exercises.

It will be pleasant to "sing praises" with the birds under the trees.

A review of the bird and tree songs may be suggested. Then the bird games may follow in the open.

Add the names of as many flowers during the month as the children can find, but do not overburden them with names only.

Review colors and add a few new names of the dainty hues. Walk about the garden or make one on the floor, using earth. Plant as it is placed.

The little ones love to mix water colors. Use white paper if possible as a background. June roses and strawberries may be painted, repainted and painted again.

Birds may be colored and cut out especially if this occupation has been neglected in April and May.

Let June be the "color month." The blue sky wash, and the green grass wash are for the earliest attempts in painting. Mount birds and ships.

Ribbons of red, of blue, of green, of yellow, of violet and of brown may be painted on different days. Different widths appear as the brush is spread or drawn carefully to a point.

The review of the May Pole with its bright ribbons in water colors or crayon makes pleasant work for several days.

It may be that in some localities, the May party must be held in June on account of the cold weather. Do not neglect the May pole for the children love it even if late.

Weaving is a color occupation. Reserve it for children over kindergarten age if possible, but if used in the kindergarten, it is well to introduce weaving during this last month of the term.

However, weave only for a few minutes at a time, but daily.

Let the children choose colors for strips but have dull backgrounds of your own choosing.

Name the mats from their colors, as "our rose mat," "our violet mat," "our buttercup mat," etc. The children may suggest weaving buttercups and violets together. Two colors are sometimes alternated to advantage in this way on a mat.

Paper folding brings a pleasant review of colors and is also preferable for an advanced occupation than for earlier kindergarten days.

Pin-wheels of various colors may be made in revie for an out-of-door run for a cool day in June.

Clay modeling of birds and nests and straw berri will furnish a background for painting.

Children love to paint on a solid background.

Marbles and beads of various shapes may be paint if there is time and strung.

It may be there will come a thunder storm and rainbow. If so, paint the bow of heaven.

"Seven bright colors make the bow,
Brightest, fairest thing we know.'

If you are able to secure tissue or crimped pap of the rainbow colors, dress up seven children, ea with a different colored sash and let them dance a ring.

Don't forget the butterflies of many colors.

Coloring lessons will bring Nature to the childr more vividly than form.

Colored seeds massed make trees and daisies a flower designs.

June will hardly pass without a Seashore Week f the little ones who live near the sea. A story of t sea illustrated with pictures of boats and a scene the sand table, will also please even the inland ch dren. A lake scene on the sand table, or a river wi bridges may be preferred, however.

Hills are always in order and tunnels come natu rally in digging.

On Flag Day, paint the flag.

Surely color may well be our key note for June.

For variation, we may draw attention to the soun of animals once more, imitating all the farm anima the bees and even a few bird notes.

A few boys may be proud of their ability to whist In the marches, as on Flag Day, let them whistle well as beat the drum.

Play "pitter-patter" for the raindrops, and cl for the thunder.

Have "listening games" while all sit quietly hear what can be heard. Let the children close th eyes, while a child hides, and calls "Coo-ooo," "Cuekoo," or "Echo" from a distance. Who is ea ing? A child's name may be spoken softly and is then to change places.

Finger plays are restful on warm days. Quite number have been taught during the year.

Review them and add "The bees."

"Here is the bee-hive,
Where are the bees?
Hidden away where nobody sees.
Here they come creeping out of the hive,
One, two, three, four, five."

Poulsson's Finger Pla

"Old Mother Hen" and "The Sheep" will rec several farm yard stories.

Tell old stories during the month not forgetti Mother Goose. Her stories are used much in t

first school year and it helps the primary teachers if they are well known. They also help in familiarizing city children with country life as in "Little Boy Blue," "Little Bopeep," and "Baa, baa, Black Sheep."

In connection with these finger plays, a very appropriate rhyme is "Mary, Mary, quite contrary.

How does your garden grow?"

The fingers may each stand for a flower.

In connection with the flowers and a rainy day, tell George McDonald's story of the lily:

"Little white lily
Sat by a stone,
Waiting and waiting,
Till the sun shone.

Little white lily,
Sunshine has fled,
Little white lily,
Is lifting her head.

Little white lily,
Droopeth with pain,
Waiting and waiting,
For the fresh rain.

Little white lily,
Holdeth her cup,
Rain is fast falling,
And filling it up."

(One hand may be held cup-shaped on the flower, and the other may bring the rain.)

Another suggestion for June where kindergartners use constructive work in three dimensions, is centering all interest about making doll houses in boxes during the last week if not for the month. Furnish these houses with a woven mat, and furniture folded or made with spools.

I have recently received a most interesting letter from Miss Mary A. Schaeffer, describing a doll house made by her class in the year succeeding the kindergarten.*

In the kindergarten, a simple house would be planned, but the kindergarten and primary teachers are learning to compare notes and thus to secure continuity.

Dr. Dewey in his latest book "Democracy and Education" dwells upon the importance of this opportunity.

Several such houses were built in kindergartens under my supervision and always proved a fascinating center around which to work. In her recent letter, Miss S. indicated how the work progresses as the children see new problems. Her little people are now planning automobiles for the dolls.

Here we see the thought of continuity to which I have referred illustrated in a most natural way.

*We are hoping to induce Miss Schaeffer to describe this work next year.

A TEACHER'S VIEWPOINT OF THE KINDERGARTEN

By Florence Montgomery.

"* * * * I am glad to have this opportunity to give my viewpoint of the kindergarten, for it happens that I have lately had an unusual chance to see the effect of the kindergarten training upon first grade work. When I took charge of a first grade in a school that until that year had not had a kindergarten, I had a room not over full of average normal children, children in no way different from those that I had the next year except that they had not been to kindergarten. I had before then taught a good many more years than it is necessary to count, but I assure you that never before or since have I ever worked so hard with so little result as I did that year. I have never seen a room where it was so nearly impossible to get a general response to any stimulus of any kind. I might ask anything from 'Can you tell me what the chalk said?' to 'Would you like to play a game?' and all but about a dozen would sit in their seats like little stone images and never say a word. Parenthetically I may remark that according to the old school idea of discipline they were 'as good as gold,' but at class were just beginning to get a start in their first-grade work.

"The next year I had the same grade in a community where they had had a kindergarten for two years. I had a room so full that when all were present there were not desks enough to go around. At least two thirds of these children had been to kindergarten, and the only trouble I had the first week of school with this class was to keep everyone from trying to tell me everything at the same time. In a short time two thirds of this class were so well along in their work that the only reason they were not making an unusual record was that I could not give them all they could do, without neglecting the other third. * * * * I have convinced myself that the children—please note that I say 'the children,' not 'the child'—that allows for too much individual difference—but the children who come to first grade from kindergarten do better work, broader work, and more work than children who have not had kindergarten training, or a home training that is the equivalent of kindergarten life; and that, for the great majority of children who enter our schools, kindergarten training is absolutely essential to satisfactory first-grade work."—Excerpt from address.

Elizabeth Harrison said of the National Convention of Mothers held recently at Nashville:

"I have attended many educational, philanthropic and cultural conventions, but never one where everybody seemed so worth meeting and listening to. The work has grown far beyond knowledge of it, and it has been a great joy to me to see my fond dreams become such genuine and practical results. It gives me new courage and new faith in what women can do if they are once awakened.'

PRACTICAL SUGGESTIONS

By Dr. Jenny B. Merrill
New York

GAMES AND DRAMATIZING

1. A trip to the park in imagination.

a. The going trip in cars or autos. Children suggest how to play it.

b. The arrival.—Play on the grass—swings—looking at the animals.

NOTE—In a playground I once saw a lively menagerie, the children representing various animals in cages while others walked around with the teacher to see the animals.

Children love such fun. Each animal tried to make a characteristic noise or motion. Let the children work out this problem crudely.

Feeding squirrels may be shown, a bridge may be built which children run under, etc., etc.

c. Going home.

d. Telling mother all about it.

2. A trip to the seashore.

The children pitch up pebbles, dig in the sand, represent waves, a light-house, wade, etc.

3. A trip to the country.

Play train.

Reach the farm.

Visit Uncle George and Aunt Mary.

Go to the barn, gather eggs, milking time, etc.

Play game of the farmer in review.

4. The garden games.

Watering plants, making a bouquet, bees and butterflies, visit the flowers in the garden.

Children love to use their imagination. In impersonating animals and people, they broaden their sympathies and remember characteristics better than in any other way. They live the life of each in turn.

5. Play "Caught in a Summer Shower"—Children hurry home, holding up dresses, a few have parasols, or pretend to hold up umbrellas, take steps over puddles, etc.

TOPICS FOR ORIGINAL STORIES

1. How Mrs. Bee visited Mrs. Clover.
2. How Strawberry changed her dress from green to red.
3. How the butterfly hid in a shower.
4. How Farmer Brown works on the farm.
5. How Mrs. Brown churns.
6. How to make a scrap book during vacation.
7. How some country children sent a box of daisies to a city kindergarten.
8. What children do when promoted.

CONSTRUCTIVE WORK

If more construction work is desired besides the dolls' house, make a swing, a hammock, a see-saw, a merry-go-round, a parasol, a scrap-book of drawings made during the month, a paper garden with a fence, slitting holes to hold tissue paper flowers.

"A "poppy show" may be made in a box, usin pretty post cards.

BUILDING GIFTS

Use blocks freely letting the children work i groups. Encourage them to lay out scenes using whole table or possibly working on the floor. A fe possible constructions are:

1. A city street.
2. A village.
3. Bath houses at the seashore—a light-house—boat.
4. Farmer Brown's house, barn, wagons, chicken coop, pig-sty, etc.
5. A park—gates, cages, seats, flower beds, etc.

ESSAY TO THE SKEPTIC

(CHOOSE YOUR VOCATION)

MISS ROXIE WOODS

To be able to select the proper sphere in which t utilize your ability is the acme of wisdom. It save many days, months and years of regret, disappoin ment and dissatisfaction. No one is really and trul happy who is not engaged in some line of work tha is congenial to him or herself to perform. No perso can put forth his best effort, and realize his greates success, who is occupying his or her time with tha which is distasteful to him and which does not enlis his or her greatest efforts, and personal pride. T find out that for which you are eminently fitted fo so that your real talent may find adequate and fu expression, is to solve the question of your tim Choose your vocation and put forth every effort b utilizing spare moments. One can begin now to carv out his future and lay the rails of the track that lead to the Station of Fame and renown. Choose you vocation and the future movement will then be i harmony with your present action, and there will b no retracing of your steps, and no waste of energy an strength in pursuing a pure vocation. You canno fill your vocation in life until you find it. And afte you have chosen it, solve the question of the right us of time. Because one will not know what you ar capable of doing until you first know yourself. Th person who has full knowledge of his capability s far as performing his or her duty, will overcome th obstacles that lead to success, and will enable hi to rise to the summit of achievement. Now choos your vocation, utilize spare moments and be perfec

> Once to every man and maiden
> Comes the moment to decide,
> Whether to arise and flourish,
> Or in poverty abide.
> Once to every man and maiden,
> Fate comes knocking at the door.
> Once 'tis offered, once considered,
> Once refused it comes no more.

Tell me with whom thou art fond, and I will te thee who thou art.—Goethe.

HINTS AND SUGGESTIONS

By Bertha Johnston
Brooklyn, N. Y.

In the past few years the KINDERGARTEN-PRIMARY MAGAZINE has published a translation of nearly all of the forty-nine Froebelian Mother Plays with their accompanying Commentaries. We have not followed the sequence as found in the Mother Play book, for several reasons explained in our introductory paragraphs, but we conclude the series of the current year, with The Little Artist, in which the great lover of childhood, summarizes in a chain of drawings, the subjects presented in the preceding pages.

Drawing is indeed one of the earliest means of self-expression, both with the human race as with the human child, and primitive peoples use it, as does the child, both for decorative purposes, and for the telling of a story. The Indian uses picture-writing to convey to a distant friend the tale of his trail through the forest or his fight with the enemy; the Egyptian artist in his colored drawings, or the Assyrian in his sculptored reliefs, tells us so clearly that we can read it today, the history of his people and the customs of their daily life and their ideals of art. The child is following an age-old instinct then, when he seizes a pencil and attempts however crudely, to make a picture.

The child also delights in a series of linked verses, such as the "House that Jaek Built," and after becoming familiar with the Mother Play pictures will surely enjoy the summary as given on another page.

We suggest that shortly before the close of school, the Director hang in a row all of the pictures the child already knows, and then be given the rhyme, after picking out the principal objects in the pictures.

The kindergarten child, at the end of the season, is familiar with drawing as a means oi expression, but will continue to enjoy making the outlines in the air, on the sand, on paper. As a review of the past and a preparation for summer scenes, the morning talk may center around the subjects named in the rhymes. and the children can make them in any of the materials they prefer or that is most suitable.

Model birds in clay, or cut them of paper, and paste in a frieze across the wall. They can be drawn and painted also.

Mold in sand-box, hills, great and small, and also paint or draw them, after observing them in the park or country.

The tree with its branches, and the nest and the plum, may be drawn, painted and cut freehand; also small twigs may represent it in the sand, and the nest and the plum made in clay. Let the children bring twigs, threads, and shreds of cotton to kindergarten and try to make a nest; this will help them better to appreciate the skill of the birds.

The house with its steps, roof, and windows will of course, be made of the blocks. Tiles can be cut of paper and laid on or tablets may represent them. Make the mouse of clay. The mirror can be made of silver paper, or tinfoil; the table may be cut of paper or formed of blocks, and the fish cut of paper, or modeled in clay. In the sand-box suggest the brook, and make a bridge of cardboard or of blocks. Older children may suggest drawbridges, elevating bridges and the like.

A ladder may be cut of cardboard and scissors cut out of silver paper.

Make the pigeon-house of cardboard or of blocks, and the tiny pigeons of clay, or cut out of paper. The other animals mentioned may be represented in the same mediums.

Cut from paper saws of various kinds. Some child is likely to have a carpenter father and so will be able to tell about saws and their uses.

A harrow can be made by boring holes with a gimlet in a small piece of wood, and then inserting matches, pointed at both ends. Let children draw it over the sand or make it of cardboard or an old postcard, thus:

Take a square of about three inches. Make three to five parallel creases and while still folded, cut slits along the crease about ¼ inches long. Open, and bend the points to form teeth of harrow.

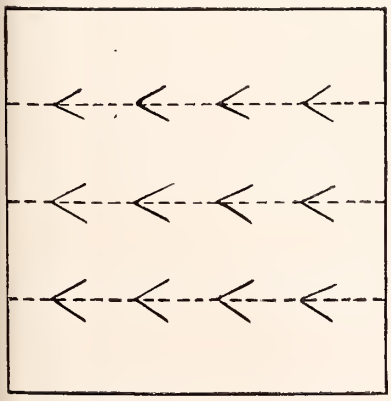


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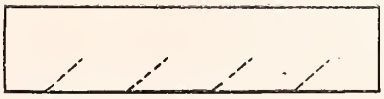
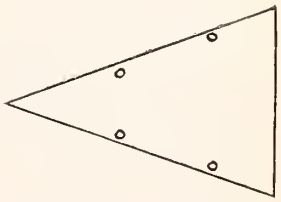


Fig 1.



For the plow, cut a triangular share of the lead covering of maple-syrup bottles, make two perforations with the punch along two sides, and run a burnt match through each pair, to represent the handles. The plow will offer occasion for describing the earliest primitive forms which were merely crooked sticks. Why do we thus turn up the earth before

planting? Then state that for many, many ages, plowshares have been made of metal. Why? And then tell of the prophecy made so long ago, "They shall beat their swords into plowshares," and what does it mean? Speak of the service of earthworms in plowing up the ground.

The jug will naturally be made of clay. The cart can be made of cardboard modeling and also of cereal boxes, with cardboard wheels of wooden button-molds, held on by nails or slipped on to axles made of skewers. Upon the wheels cut out of cardboard, and on the button-molds draw the hub, rim and spokes, with pencil or crayon. Small molds may be glued to Fourth Gift block to make a wagon.

The sun with its rays will be drawn or painted yellow or red.

Talk of stars as seen in the sky, the snowflakes, the flowers, and how happy eyes shine like stars. Draw, paint and cut these out. Also mold in clay. The moon, half moon and crescent may be cut of silver paper. Also molded.

The Church Door, which may be formed of the Fifth and Sixth Gift blocks, and may also be drawn, or represented in sticks, concludes the series.

In all our work with the children we must continually bear in mind the central thought of this Commentary:—that the child's creative instinct is to be recognized, respected, and fostered. We are to note the slightest, most insignificant beginnings of the impulse that links us with the Creator of all and we are to always strengthen the desire to create the good. So important is the teacher's influence with the very young child, that the narrow-sighted policy of those Boards of Apportionment which give thirty-five or more little ones into the charge of one unassisted Director, is much to be condemned. To keep watch of all the children and forestall the desire to draw evil, unclean pictures on walls and boards, by replacing bad thoughts and desires and ambitions with good ones, is a difficult problem for the most skilled and consecrated teacher when the class is large, and her duties manifold. Let us not build battleships or employ military drill, *at the expense* of other subjects and forms of education.

Let the children think carefully of all the things they have seen on the way to and from school, and then without words, make a series of pictures so significant, that the teacher and classmates can tell by a little study what was seen and what occurred en route. This could be used as one form of busy work.

Have the children trace pictures in the air and then see if they are so well done that their classmates guess each correctly.

Read to the children that part of "Hiawatha" called "Picture-writing."

DANBURY, CONN.

A new kindergarten is probable in the school building on Broughton street.

CONCORD, N. H.

Miss Mabel C. Bragg of Newtonville, Mass., addressed the kindergarten institute conducted here May 5th on "Story Telling" and Miss Mary H. Barker of Worcester on "Free Construction."

Miss Marietta L. Johnson, principal of the noted Fairhope school, spoke of the experimental schools of the country at the late meeting of the I. K. U. It was said of Miss Johnson that she came like a breath from the mountains. Her first words, her appearance, even, sent a thrill through the audience. She was brusque in manner, her voice had the staccato, the harsh tone of one so full of purpose that everything else gave way before the rush of feeling and ideas. "Education," said Miss Johnson in beginning, "must be organic; life is activity. In the young child's development information is the merest accident and ideas are not important. The one thing of importance is the child's ability to satisfy his needs, and toward this goal all kindergarten work must tend.

"Two hours of kindergarten is all a child can stand at a time. The child is a nervous organism, incomplete, needing only a normal environment and a guard against wrong activities. Kindergarten is not a place where a child is to do as it pleases. A child is to have all the freedom that he should have and none that he shouldn't. Taking away all restrictions would merely place him at the mercy of his environment, and not make him free.

"A child, must not be taught to read or write before he is nine years of age. If he wants to learn, let him, but ignore the accomplishment. His nervous organism is not complete enough to stand the strain; the tax upon his sight, the tension of the drill, the energy demanded by thought processes are all beyond his young strength. Music in the experiment schools is therefore not training: there is no note reading, no tone drill, no effort for quality of singing, but the whole lesson is just a means of self-expression, as simple or as difficult as the child wants to make it. There is no number work except as the child needs it in the activities that interest him. The story, however, has an important, place, correlating all the other work. The children create and solve their own problems, and are promoted whenever they have gotten all that they can get out of a normal set of experiences.

"There are no examinations. The feeling of pressure must be avoided in intellectual development just as it is in physical. Pressure retards growth: children must not be made to think, they must be given the opportunity, and if their environment is what it should be they can't help thinking.

Miss Johnson kept referring to what she termed the three ideals of education: a sound body, an intelligent mind, and a sweet spirit. Education itself she defined as a movement of growth.

He that never changes his opinions, never corrects his mistakes and will never be wiser on the morrow than he is today.—Tryon Edwards.

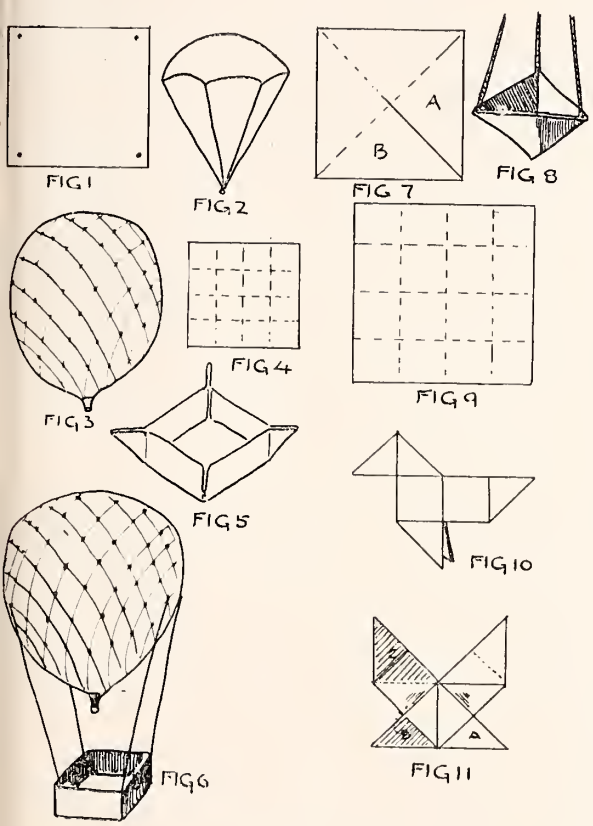
TOY MAKING FOR THE KINDERGARTEN

JOHN Y. DUNLOP, Greenfield, Tollcross, Glasgow.

The child's desire for constant and fresh amusement must be catered to in the classroom as well as in the home.

Thus the teachers of very young children should always to be on the look out for new material and new models for the most of children are keen on experimenting with unusual material and they often create new results from new material close at hand.

If this experimenting is properly supervised in the kindergarten school the child will develop an abnormal character, bringing into play faculties and abilities which would otherwise be dormant.



Suggestions for economy of material and occasional useful hints as to procedure should form part of the lesson which is as far as possible to be a definite plan for the class, showing step by step how the toy is to be made.

The best results are obtained in this way, the charm and educational benefits occurring to collective work.

The first model in this series is a child's parachute which is made from a square of paper.

Make a hole in each corner as shown at Fig. 1.

Pass a piece of cotton through each hole, knot the end and see that the knot don't pass through.

Tie a large bead to the four collected ends of the string and when flung up in the air the parachute will open and descend slowly or even float in the air.

This toy may be made in all colors which add very much to their bright appearance when floating in the air.

The construction of a balloon is a more difficult model for young children.

Still if the instructions are followed the completeness of the model is an ample reward for the efforts of such a young class.

Procure an ordinary child's air balloon such as is sold in the street and cover this with an old hair net from home or a loosely knitted light string bag.

See that the balloon is blown fully up.

This part forms the gas bag.

The balloon basket is made from a piece of square paper Fig. 4.

Fold as shown, open out, fold up the sides, Fig. 5, then turn the corners round to make a complete open box.

Attach the basket to the gas bag with four pieces of cotton, Fig. 6.

Fig. 8 shows a pattern of a hanging basket. Fig. 7 gives the plan.

The paper which we use is usually six inches square.

Fold on the diagonals, cut on the solid line, Fig 7, and pass A part behind B part. Fix at the corners with wool.

Group the threads, knot and hang up.

Fig 10 and 11 shows a folded model of a flying bird. This handwork lesson is given with the spring lesson on happy birds.

Fold a piece of square paper into sixteen squares.

Open out, fold on the diagonal, open out.

From the windmill form fold into the vase, Fig. 11, fold backward and bring C down for the head along the dotted line.

Fig 10 shows the complete model.

GAME TO TEACH NAMES OF FLOWERS

LAURA ROUNTREE SMITH.

(Book Rights Reserved.)

The children stand in a circle with names of flowers pinned upon them. The May Queen dances inside. They all sing. Tune, "Lightly Row."

Merry May, merry May,

We will have a holiday,
Merry May, merry May,
Comes with flowers gay,
To the woods we haste away,
In the merry month of May,
Flowers all, hear her call,
Merry, merry May.

The May Queen names a flower, she and the child bearing this name run to a place agreed upon as goal. The first to return to the circle remains there, and the other child is May Queen.

The game then continues.

AT the late J. K. U. meeting in Cleveland Prof. Patty S. Hill, Miss Mary McCulloch and Miss Fanniebille Curtis paid glowing tributes to the memory of Susan E. Blow.

MOTHER PLAY--THE LITTLE ARTIST

By Bertha Johnston
Brooklyn, N. Y.



(Translated from the German of Friedrich Froebel)

MOTTO FOR THE MOTHER (prose rendering.)

Ay! the baby wee,
Would an artist be.
Almost nothing appears the baby's powers,
At least insignificantly small;
But that which the greatest creates,
Find thou in the smallest of the small.
All, all, that arises around thee,
E'en tho it be immeasurably large,
From what the great whole conceals in its womb,
It proceeds from that scarce perceptible to the senses,
Because of this is God so divinely great!
Torrents whose roaring quite deafens your ear,
Have the same destiny as the suns,
Out of nothing, God who created them, called them forth!
Spake He not: "Be faithful in what is least!"
Think you that it is different with regard to him?
Therefore, parents, make it your most important business,
Faithfully to nurture your child's insignificant powers.

SONG FOR THE CHILD

Give me, dear, your finger wee,
We'll draw some things we often see:
See these Birdlings how they fly,
Over Hills both low and high;
And upon this little Tree,
We a purple Plum can see;
Just between these Branches high,
You a tiny Nest can spy;
Ha! from out this little House,
Runs a lively little Mouse;
Here we see the house's Staircase,
Through the Window showed a child's face;
On the roof are Tiles; the hall,
Has a Mirror on the wall;
A Table's in the room, a dish,
On it, holds a great big Fish.
This little Bridge, narrow but strong,
Leads over the Brook with its merry song.
Next a great tall Ladder appears;
Then for the tailor a pair of Shears.
Here's the Pigeon-house so high;
In and out the Pigeons fly;
In the farm yard sunny,
Is a Chicken, near a Bunny;
Next a little Hare.
With Nose high up in air.
There's a saw, long, sharp, and narrow,
Then the farmer's harrow;
Next the farmer's Plow,
The water-Jug; and now,
The Cart, so very big and wide,
It carries many things inside.
It rolls on Wheels, so strong and trim,
Each made of Hub and Spokes and Rim.
There arises the bright Sun!
It's Rays bring joy to every one.
And the many Stars so fair,
Giving pleasure everywhere:
The Eye beams like a star;
At night they shine afar;
We see stars in the Flakes of snow,
And in the meadow where Flowers grow.
The Moon too, we will draw today;
Our trouble t'will repay;
Many shapes it shows to you,
If 'tis old or new.
Now the Gate to the Church so wee,
Beautiful it is to see.

Yet how can I all the pretty things name,
My baby can make by drawing the same?
What he makes, it is true, will all disappear,
Yet the power creative constrains him, 'tis clear.

Tho' of what he produces, your dear little one,
Sees little resulting, when all is done,
Yet faithfully, if this call be fulfilled,
In his soul a most beautiful world doth he build.



Objects referred to in the above poem.

This is the idea: Your beloved baby is sitting, as usual, in your lap. With the index finger of your right hand, or with that of your dear child, you just trace the simple object in the air in suggestive outlines, or in the sand, thinly spread out, on a little board placed in front of you. Or if you wish to, and your baby is sufficiently developed, you may use a slate. Or you may begin with the sand, advance to the slate, and then to the tracing in the air. There are grounds and reason for each of these ways. The latter really gives great pleasure, with its decided, significant movement, to your baby, who is still small and weak. Indeed, drawing on the whole, has such an attraction for, is so liked by the child, being a means of expression that does not seem difficult to him, and the first proving of the creative powers dwelling within him.

How could it be otherwise, especially at that stage to which we now asume the child to have developed? The varied, the manifold, has become part of himself; he has a presentiment of the life of the individual and of the unity in variety; he already carries within himself a small world and he would now represent this world in a way commensurate with his powers, and so in a way seemingly easy to him, and with the medium at his command. Again, it is an advance from intuitively seeing things, to picturing them. What the child already knows of life, of what it gives, and requires, he brings before his soul, in his drawing, to prove and dispose of; as if to survey it, and so for future occasion in life, be able to choose the good and avoid the evil.

But above all, he who would easily know the Creator, must early exercise his own creative activity, consciously representing what is good; for the doing what is good is the bond between the created and the Creator, and the conscious so doing, is the conscious bond, the true, lifegiving union of man with God; the individual man, as of the human race and humanity with God, and so is the point of departure, and the final aim of all education.

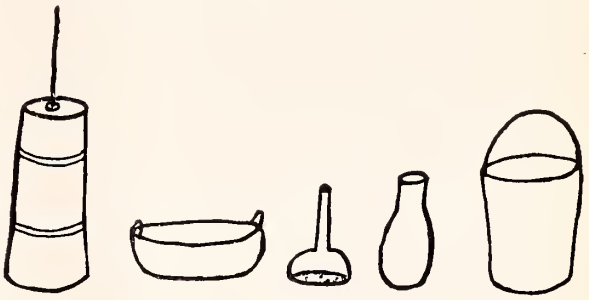
At the Manchester, (N. H.) School Festival, the program included folk dances by a large group of children from the Chandler Spring, Straw and Varney kindergartens—all of the little folks being under five years of age. First comes the Indian dance, little warriors having all the paraphernalia of the "heap big injun." The most charmingly picturesque presentation imaginable of the minuet is given by these children in full colonial costumes, powdered wigs and beauty patches—they are Watteau miniatures out of their golden frames.

Miss Mabel B. Currier, Miss Elsie M. Dustin, Miss Eugenia F. Morey and Miss Marion Ryan were the instructors of these dances and the work of the children, their grace, appreciation of time, and all else required to complete so fine a presentation, speaking volumes for their tact, patience and general understanding of children of tender years.—Manchester Leader.

SUGGESTIONS FOR CLAY MODELING

-BY-
Carrie L. Wagner

Dairying is an interesting subject, and the children always enjoy tracing the source of their daily food to its beginning. Most of them know that the milk wagon brings their milk, but know little or nothing of the cow, the green pastures and the sweet clover that makes the rich milk. There are many interesting things the children may model in clay in connection



with this subject. The churn may be made from a piece of clay rolled into a cylinder, then shaped for the churn, and hollowed out. Make the lid, and run a stick through the center, and paste a circular piece of card board on the stick for the dasher. When dry paste strips of silver paper around for the staves. The bucket is made the same way, with a wire hair pin bent into shape for the handle. The pan also has wire handles. The bottle and butter mold are easily made, and the children will enjoy trying to mold a cow, milk wagon, milk trains and other articles.

PROVIDENCE, R. I.

A unique play festival began May 9th, and will extend for a month. Instead of one large function, three or more kindergartens will combine, using adjacent grammar school halls for the exercises.

A feature of each occasion will be a talk on the work of the kindergartens by Miss Julia Pepper, the director, illustrated by lantern slides showing the children engaged in their various activities. The festival, which will include every school, will begin at the Thayer street Grammar school with the children of Arnold street kindergartens, and will close at Peace street grammar school with the kindergarten from California and Chester avenues.

NEW HAVEN, CONN.

An entertainment at New Haven, Conn., for the Elm City Free Kindergarten May 5th netted $100. The children of the Forbes Chapel Kindergarten gave an entertainment May 9, made up of an action play of Goldy Locks and the Three Bears, a wand drill and songs.



A BIRD GAME

MARY E. COTTING.

This may be used either in kindergarten or first and second primary grades. The music is that of the old, kindergarten ball game—"I'm a robin, I'm a robin." The color of clothing, or butterfly, hair-bows may determine which bird a child may be. Each bird in turn flies around the room and sings its "Song" before returning to its place. After the original bird will choose a mate and little ones and some place in the room for its nesting-place: or the circle when formed for play may be the nest.

In the grades children choose pictures of the birds they wish to represent and in turn fly to the front of the room and while facing the rest of the children, hold the pictures and sing the song. After the singing is finished facts about bird-life may be discussed. Classes under the writer's supervision have by use of this little game learned to know all the birds of the song "at sight."

Verses for robin, oriole, crow and wren have been previously printed in this magazine.

THE BLUEBIRD

I'm a bluebird,
I'm a bluebird;
I come with the spring,
And every day most sweetly I sing,
There's a nest and a mate
In the old apple-tree
And the prettiest eggs you ever did see;
When the little birds come
There'll be work and be fun
For mother and me
And every one.

THE OWL

I'm an owl,
I'm an owl,
T-o-o—h-o-o!—T-o-o—h-o-o!
All day I sleep soundly
In the old hollow tree,
And at night I work and hunt the field o'er;
There I find fat mice and other things nice—
T-o-o—h-o-o!—T-o-o—h-o-o!
T-o-o—h-o-o!—T-o-o—h-o-o!

THE BLUEJAY

I'm a bluejay,
I'm a bluejay,
A tease and a worry;
Among all the birds
I cause a great flurry;
Then away I fly
To a nut-tree close by.
And I laugh and laugh
With mischievous mirth.
In summer and winter
My coats fine and blue;
They say I'm a beauty,—
Do you think it's true?

THE GOLDFINCH

I'm a goldfinch,
I'm a goldfinch;
And in sweet scented June
In the hazel-bush shade
A wee nest is made
Of moss, dry grass, bark and soft down—
The cosiest nest in all bird-town,
There sits my dear mate
On eggs so blue,
While I call and call
The happy day through—
Have no fear, no fear
I'm near, I'm near
Have no fear, no fear,
I'm near, I'm near.

THE RED-WINGED BLACKBIRD

I'm a red-wing,
I'm a red-wing,
And ever I sing,
Of my snug little home
That's close by the spring;—
There live my dear birdies
Safe from all harm
Way down in the meadow
On Sunny-brook farm.

LITTLE GRAY SQUIRREL

MYRA A. BUCK.

O, little gray squirrel
Way up in the tree,
Come down from the branches
And play here with me
Brown nuts we will gather,
Fast falling below.
And store them for winter
Away from the snow.

O, little gray squirrel
Come down from up high.
I never will hurt you,
I never would try.
We'll run and we'll scamper
Through woods far away,
Then home again, squirrel,
The very same day.

Chorus.

Squirrel dear, oh squirrel, dear,
Never, never, need you fear.
Won't you leave the tree?
Won't you come to me?
Thro' the fields we'll race,
O'er the leaves we'll chase,
Where the nuts are dropping,
There will we be stopping.

LITTLE FATHER'S CHAIR

JEANNIE PENDLETON EWING.

They showed me at my Grandaunts' house the clothes my Father wore,
And his picture when a boy like me, with hair brushed smooth before
And in shiny little curls behind—and then we climbed the stair
And in the attic-room I saw my Father's little chair.

Now Father is the dearest man, but his voice is deep and strong,
His coat has such broad shoulders and his trousers are so long
That I never could have thought him small—the boy my Aunties knew—
Till I saw my Little Father's chair and then it all came true.

So I hurry to the attic when I go to visit there,
I see old toys my Grandaunts used, old schoolbooks kept with care,
But when it's raining fast outside, a roaring summer shower,
I play I'm Little Father and sit rocking by the hour.

And I wonder while I'm doing it, how it would ever be
If I had never lived at all—if I were really he?
I wouldn't give up Mother, nor my big man-Father —yet
It's fun to think how things would seem if we had never met.
If I was saying ABC's at a little country school,
Or fishing with my pin-hook in the nearest shallow pool?
Oh, I think of many pleasures, of adventures I might dare,
When I'm rocking and pretending in my Little Father's chair!

GAMES TO TEACH POLITENESS

L. ROUNTREE SMITH, (Book Rights Reserved.)

No. 1. How do you do, and Good Bye.

The children stand in a circle. One child stands in the centre of the circle and says,

We will learn to read and write,
We'll also try to be polite,
How do you do? how do you do?
Choose your partners two and two.

The children in the circle bow to the right and left, join hands skipping round the circle two and two. They sing; Tune, "Lightly Row."

Two and two, two and two,
Say my friend how do you do?
Two and two, two and two,
Pray how do you do?
When we part we'll also try,
To shake hands and say, good bye,
Two and two, two and two,
Pray how do you do?

They shake hands now, and say good bye, bowing low. The child in the center tries to catch a child who fails to shake hands and say good bye at the end. If he does so, this child changes places with him, or is out of the game.

The game should be played in a lively manner.

LITTLE TED'S DEFENSE

By KATE ROGERS NOURSE

My dranma says 'at boys is nice;
Yes, sir-ee!
An' when we're barefoot in the street
An' stub our toes, an' hurt our feet,
She gives us tarts with jam an' spice;
An' takes us on her knees; an' tells
Us 'bout Jack Horner, an' the bells
'At rung when wicked Johnnie Green
Throwed her cat in the well. He's mean—
So is he!

My dranma says 'at boys is nice;
Yes, sir-ee!
And when I telled her Johnnie Green
Was a bad one, she smiled serene
An' up an' kissed me in a trice
Right on the very dirt'est place
She mos' could find 'n all my face;
An' said 'at Johnnie Green, no doubt,
Wa'n't quite so bad as they made out.
Good for he!

My dranma says 'at boys is nice;
Yes, sir-ee!
An' when we make an awful noise
With all our engines, guns an' toys,
She steps as lightly as the mice
Do creep about at night; I s'pose
So not to 'sturb us; goodness knows.
An' when we has to go, she says:
"Come again, dears," like 'at; alw'ys—
'Rah for she!

WHERE THE FAIRY LIVES

By REBECCA STRUTTON

While drowsing in the garden,
One sultry, summer day,
There came a little fairy,
I asked her, just in play:
"Please tell me, gentle fairy,
Just where you make your home,"
"Within a yellow rose," she said,
"I'm living quite alone."
"A telephone," she said, "I have,
The spider's web, you see,
And when I want electric light,
I call a friend to me;
Then soon my windows are aglow,
With light so soft and rich,
For Mr. Lightning Bug has called
And kindly turned the switch."



("Woman Churning"—Millet.)

STUDY OF A PICTURE

By Mary E. Cotting

Instead of using this picture early in the year in connection with the Mother-play—"Grassmowing"—as is customary, it is given place at the end of the school year. This is partly that the thought developed during the previous months may have appropriate ending, and principally that its art value may be somewhat understood, as it is not when used before the children have learned that the examination of a picture results in something other than story telling oftentimes.

Having placed the picture ask,—This is a picture of whom? Where is she? Yes, "in the house. What is she doing? Of course she is working; but do any of you know what this kind of work is called? Does she look like a good worker? What do you suppose that object before her is?

No, it isn't a barrel. It is called a churn, and the woman is churning, or making butter. This room is the dairy. In the dairy the jugs of milk and jars of cream are kept; and it is here the butter is made. It is always clean, and still, and cool in this room.

Do you know what butter is made of? No, not milk, exactly, but cream. The milk is poured into jugs and pans, which are set upon those shelves just behind the woman. After a good many hours—perhaps all night—there is a layer of cream on the top of the milk. All the oily part of the milk rises to the top and this is the cream—hundreds of tiniest globules of fat. Yes, the cream you have on your oatmeal is just like this,

The woman skims this cream off with her skimmer and puts it in a large jar. When she has enough saved she turns it into the churn. The cover is put on and this stick, or dasher is placed in position and the woman begins to move the dasher briskly up and down. Moving the dasher stirs, or churns, the cream into little yellow lumps of butter. As the lumps of butter form the dasher must be moved more slowly. Little by little the lumps are churned together till there's a mass of golden butter in the churn. The woman knows then it is time to open a place in the churn and let the liquid, or buttermilk, run off into a big earthern dish. Now she takes the big, big, lump of butter, puts it in another great dish, or tray, and pats and squeezes it until not a drop of buttermilk is left in it. Then she salts and makes it into small cakes or pats. The children love to watch her do this, and sometimes after she has packed the pats in a jar, she lets Big Brother carry it away to the cool place where it is kept.

On churning day the children always drink all the buttermilk they wish, and they never forget to give pussy-mew some for she loves it as well as they do. Sometimes the children are allowed to help in the cleaning up after the churning is done; there are so many things to be set in the sun to dry.

Do you notice how very careful and tidy this woman seems to be? Her clothing is well protected, and her cap, which she wears all the time, is pulled closer than ever over her hair on churning day. She could not stop to make herself tidy if her hair became loose, for the butter wouldn't "come" if she stopped moving the dasher. Her quiet, thoughtful face shows us that she thinks about her work and plans the best way to do it.

Just look at her strong body and arms. She must be able to do a great deal of work, don't you think so? She must be kind as well as strong, or pussy-mew wouldn't cuddle-coax against her, I'm sure.

Does she look and dress like any of the mothers near here? She looks "something like Pierre's mother?" Of course, for his mother used to live in the place where mothers dress like this and use a churn of this kind when they make butter. Dick thinks this churning woman" looks like the one in the "knitting picture." So she does for she, too, belongs in the place where Pierre and his mother used to live. How would you like to invite Pierre's mother to visit us on the day when we try to churn? O, yes, we are most certainly "to make some butter out of cream" some day very soon.

The forethought, vigor and dignity to be expressed in the execution of homely, necessary tasks is clearly brought out by the artist's fine line work, forceful modeling and treatment of light in making prominent the figure which dominates the picture.

The particular and general characteristics of this work make of it one well adapted for use in connection with the others, by the same artist, which have been considered during the year.

That a clear impression may be made of the character, or style, of some particular master-artist is most desirable in these days when children are surrounded by pictures of every description—good, bad and indifferent in subject and quality. It is not difficult to make a beginning in the formation of taste for true, pure art if the method of using pictures with little children is similar to that of the series ending this month.

In arranging the pictures around the room not only should the possibilities for artistic placing be taken into consideration but some thought be given to grouping of harmonious subjects.

If the children have become alivedly interested, and anxious to talk about the pictures which are presented, and make remarks similar to that of one small person that "that is *not* a picture; its just only a old advertising thing," then the the teacher may feel that a gain has been made in the right direction by her work with pictures.

DON'T INTERFERE WITH LEFT-HANDEDNESS

Dr. Leonard Keene Hirshberg, A. B., M. A., M. D. (Johns Hopkins.)

No attempt should be made to teach naturally left-handed children to use their right hands, according to P. B. Ballard, London County Council Inspector of Schools, as it is likely to make them stammerers. Lecturing recently before the Child Study Society in London, Mr. Ballard adduced the following statistics:

Out of one group of 545 left-handed children 1 per cent of pure left-handers stammered, against 4.3 per cent of 399 being taught to use the right hand. In another group of 207 the figures were 4.2 per cent and 21.8 per cent respectively. Six out of ten left-handed children who had been taught to use the right hand were practically cured of stammering after being allowed to use the left hand exclusively for eighteen months. There were twice as many left-handed boys as left-handed girls, and stammering was twice as prevalent among boys.

At the Detroit child welfare conference a marked feature of advancement was the universal appreciation and recognition of the kindergarten as a constituent and valuable part of the school system. All the great leaders in kindergartens were present and a conference of the International Kindergarten Union was given to the discussion of the adjustment of kindergarten with primary grade work. The banquet was presided over by Miss Lucy Wheelock, principal of Boston Training School for kindergartners. Among those attending were President Johnson of South Carolina, Dr. Chadsey, former president N. E. A.; Dr. Winship; Miss Elizabeth Harrison, president of National Kindergarten College; Miss McCulloch, supervisor St. Louis Kindergartens, Miss Faris, principal Kindergarten Training School, Cleveland; Mrs. Mary Boomer Page, principal Chicago Kindergarten Training School, and many other well-known leaders in the work.

In this world it is not what we take up, but what we give up, that makes us rich.—H. W. Beecher.



JUNE

F. G. SANDERS

The first is called a landscape picture. Cut free hand the back ground of land to fit your picture. Cut houses or trees or sail boat to put in the picture. Get the children to draw the picture first that they intend to cut. When they once get the idea there will be great variety in the cu out pictures.



JUNE ROSES

"June causes roses fair to bloom
And spread o'er earth a sweet perfume."

Cut roses from red or pink, and leaves from green, mount on gray.

Children playing—Watching the birds.

Cut from any newtral color (gray or brown) mount on white or on green or blue.

"Children playing
Came a-straying
On its pretty banks."







PROPER FOOD FOR CHILDREN

In an address delivered before the New York Federation of Women's Clubs at the Hotel Astor, C. Houston Goudiss, publisher of the Forecast Magazine, discussed the feeding of the child from the time of weaning to school age.

"The first principle in weaning should be gradation," he said. "There should be nothing sudden. At nine or ten months baby should be given a drink of milk once a day before nursing. A little later we try a well-cooked cereal with some milk on it, but no sugar, just to teach him to eat cereals. Still later we vary his training by giving him a piece of dry bread crust or zwieback, or a hard whole wheat cracker, just before nursing, so that he may learn to eat solids.

"He should learn to eat each one of these articles of food at this time because if he does not he may dislike it all his life. It should be offered to him day after day until he has acquired a taste for it, for it is one of the most important points in training a child to eat that he should acquire a taste for those foods which are essential to his development.

"On the other hand 'physiological feeding,' or the adaptation of the food to the individual requirements of each particular child, must be the basis of every sound method of feeding. Each individual has in his own physiological make-up tendencies or habits to digest, absorb, metabolize, secrete, or excrete in some particular way. These idiosyncrasies must be humored by corresponding adaptations in the diet.

AVOID DENATURED CEREALS

"By the time the baby is a year old he can get a complete meal without the aid of bottle or breast, which meal should consist of a cereal and drink of milk from the cup, with a piece of hard bread to chew upon. The quality of the child's food should be carefully watched so that it will contain elements that will make a good set of the right kind of teeth. This means that the child should receive a generous supply of pure, clean, wholesome milk, and at the same time be fed with cereals that have not been denatured.

"As soon as the teeth are sufficiently developed hard substances, such as zwieback, toast, or graham biscuits, should be given daily in sufficient quantity to develop the character of the teeth. Fruit and vegetables suitable for the child's nourishment are not to be neglected. A little spinach once a week is excellent in the furnishing of some of the mineral elements.

"In the third half-year, broths and soups are usually given. Plain meat broths are, however, rather objectionable, as they consist chiefly of a solution of salts and potein foods, but cereal soups, such as a rather thick rice or barley broth made of meat have a definite food value after the teeth have all come in. After eighteen months we can begin to give scraped beef, chopped beef and finally minced chicken. Later on, a finely cut inside of a lamb chop. Fresh fish is just as good as fresh meat and may be substituted for it once or twice weekly.

"Deserts should not be given until the second year, as sugar in the dietry of the young child is not desirable. Not only is an excessive amount of sugar bad for the child from a physiological standpoint, but it also spoils his taste for the natural and necessary foods.

FORBIDDEN FOODS

"The following foods should be absolutely forbidden: Fried foods of all kinds, hot bread, tea and coffee, greasy gravies, rich desserts, sulphur bleached fruits, sulphured molasses, cheap candies, and all foods that are artificially flavored, colored, or preserved.

"I also believe that the English fashion of serving the children's meals separately is a custom dictated by wisdom and common sense. The child wants what he sees and if his pleading is humored by the mother his entire dietary is spoiled. On the other hand, if his desire for the grown-up's food is not gratified he becomes distressed and his whole digestive apparatus thrown out of gear.

"Reproving the child for misbehavior or bad table manners at the table is another dangerous practice. Children naturally imitate their elders and the best way to instill a knowledge of good table manners is by quiet suggestion and example. The reproved child or the child that is continually being nagged at while he is eating is in no condition to properly digest and assimilate his food. A cheerful family table is one of the most important and necessary things in the dietary of the child.

"Unquestionably, this is the century of the child, and more serious thought is being given in the present generation to the subject than has ever been given in the entire history of the world."—From the N. Y. Globe, March 12, 1916.

THE FAIRIES

CLARA J. DENTON, Grand Rapids, Mich.

To the woods with me, O, come,
Where the fairies dwell,
Where the wild bees gaily hum,
In the mossy dell.

To the woods then, haste, O haste,
Fairies dance today,
Not a single moment waste,
Fairies are at play.

Round and round with footsteps light,
None so swift as they,
Clad in gowns all gold and white,
Come and see them play.

To the wild wood then with me,
While the fairies play,
Who would miss this merry maze?
Fairies dance today.

Opportunity is rare, and a wise man will never let it go by him.—Bayard Taylor.

The true ornament of matrons is virtue, not apparel. —Justin.

THE KINDERGARTEN AND THE ELEMENTARY SCHOOL

The Kindergarten-Primary Course in the State Normal School.

RUTH C. HOFFMAN, Ellensburg, Wash.

1. English.
   (a) A course in the story and story method for kindergarten and primary.
   (b) A course in rhetoric to teach the method of simple, direct, and accurate expression, in both oral and written composition.
   (c) The history of English literature from Chaucer to Pope. This should include an intensive study of masterpieces with rapid supplementary reading.
   (d) The history and principles of language teaching in the grades.
   (e) Reading and speaking. This should include a consideration of all "methods" of reading; voices as an interpreter of mental states; technical vocal training.
2. Education
   (a) Elementary child study with observation as the basis; how to study; native impulses of children and their educational importance.
   (b) Principles and practice in education; curriculum values and organization of subject-matter, program-making, class organization and the individual child.
   (c) Rural sociology. To give an intelligent, sympathetic understanding of conditions as they are to be found in rural districts. Rural-school problems considered; their administration, supervision, and factors influencing their efficiency and those attending their management and organization. Observation of actual work being done in rural schools.
3. Practice Teaching
   (a) Class and group teaching. One period of forty minutes daily thru one semester, an equal amount being given to kindergarten and primary grades. Purpose—the study of class problems. The lesson. Plans for same. The relation to child. Special methods and management.
   (b) A second semester of practice teaching in charge of a room thru three periods daily for one semester, with consideration of program-making, balance, relation of subjects, adaptation to child.

NOTE.—All students specializing in kindergarten work should take a course including Froebel's philosophy and literature for children and an extra semester in kindergarten practice.

4. Handwork. The vital and right relation of all expressive work.
   (a) To the development of the child.
   (b) To the general subject that make up the daily and yearly program for the child.
   (c) Actual practice and study in principles of design, freehand drawing and painting, composition, clay modeling, basketry, weaving, and methods of teaching the same. A short elementary course in manual training is very desirable.
5. Psychology. A survey of the topics of psychology of educational significance, with application to teaching. A special study of some psychological subject thru experimentation and reading.
   (a) Psychology of the senses and of some of the mental processes studied thru laboratory experiment.
   (b) Psychology of thinking, the technique of experimental education, and a psychological experimental study of some problem in education.
   (c) The psychology of special subjects—reading, writing, spelling.
6. History.
   (a) Mediaeval Europe.
   (b) The eighteenth and nineteenth centuries. Great events and chief elements in the development of the leading nations of the world, including the United States to 1850.
   (c) Recent progress of the world from the American standpoint.
   (d) American explorations and settlements.
   (e) Methods of study and teaching.
7. Biological Science
   (a) Botany. To make the pupil familiar with the language of systematic botany, to develop systematic habits of observation and some skill in manipulation.
   (b) Zoology. Study of types with all the classes and principal orders of animals.
   (c) Cellular biology. The cell considered to be the ultimate basis of life.
   (d) Bacteriology. Parasites in their relation to human life, including some important phases in general human pathology and the etiology of diseases.
   (e) Neurology as a preparation for the study of psychology.
   (f) Physiology of the sense organs.
   (g) School sanitation and methods.
   (h) Nature-study methods.
8. Sociology
   (a) Sufficient for some idea of the laws of social development. The factors involved in normal social evolution and the mutual interdependence of the social organs involved.
   (b) Temperance and humane education.
9. Mathematics
   (a) Study and history of the development of arithmetic, algebra, and geometry, with their relative importance.
   (b) Method of presenting each to primary and kindergarten children.
10. Music

(a) Study of problems of the kindergarten and primary schools.
(b) Study of material child voice.
(c) Ear training.
(d) Drill in rhythm, intervals, and individual singing.
(e) Choice and use of material for various grades.

11. Home Economics
(a) Dietetics. The basic principles of human nutrition with special reference to food requirements and nutritive values; relation of diet and disease.
(b) Treatment of diseases. A practical course in the treatment of simple ailments, the handling of emergencies in the schoolroom and elsewhere, application of bandages and dressings; preparation of food for the ailing.
(c) Textiles. A study of the history of textile industries; the sources and characteristics of each of the textile fibers; a knowledge of fabrics and their adulteration. This study of textiles and fabrics includes a consideration of the factors influencing the selection of subject-matter for classroom use.
(d) Consideration of application of principles in preparing lunches for children.

12. Agriculture
(a) Soil. Common types of soils; their relation to heat, moisture, and air with the practical bearing which these factors have upon tillage, irrigation, drainage, etc. The elements of soil fertility, their sources, functions, and the means of increasing and conserving them.
(b) Crops. Staple farm crops of the country; growing, harvesting, and marketing.
(c) Horticulture and school gardening. Operations of the garden thru the different steps of soil preparation, plotting, seed testing, planting, irrigation, and cultivation.

13. Physics and Chemistry
(a) Design and manufacture of simple apparatus; sound studied; light studied.
(b) The consideration of the common nonmetalic elements; occurrence, properties, methods of preparation, commercial uses, the common compounds of these elements, their properties, methods of manufacture or natural formation, and commercial uses; the study of the mechanism of chemical reactions and their expressions in symbolic form.
(c) Descriptive chemistry and elements of qualitative analysis. The common metallic elements, their occurrence, properties, methods of preparation, commercial uses, and chemical separation and detection; the compounds of these elements; their properties, method of preparation, or natural occurence and commercial uses. A course in chemistry designed to assist the student in the understanding of subjects presented in courses in biology, agriculture, domestic science, etc.

14. Geography, Geology, and Astronomy
(a) Geography as the central subject of the earth studies. Physiography, geology, mineralogy, and astronomy studied more particularly in their relation to geography.
(b) Special methods of teaching geography and related subjects.

15. Physical Education
(a) A course in planning and conducting gymnastic lessons suitable for school and playground.
(b) A course in the recognition and correction of defects and faulty postures among children.
(c) Physical training for life activities of a nature to be continued thru life; the relation of the teacher and the community in directing the recreation.

BANGOR, ME.

The teacher of little children needs to look at her work from two sides. She must stand in the child's place until she can answer the question, "What does he need?"—while from the teacher's standpoint the second question must ever be, "How can I supply that need?" No work will avail which leaves out of sight the character, disposition, tendency, environment, and history of the children. Efforts will be equally unavailing which forget the eternal law governing the action of all minds, young or old, mature or immature, strong or weak.

The kindergarten uses the child's own experiences and native interests to conduct him across the threshold of his great treasure house of knowledge. His "science is the great outdoor book of nature—his garden, his pets and his plants; his "literature" is the well told, well selected story; his "aesthetics" are the music, the pictures, and the bright, artistic room where taste is formed and guided and the levels of appreciation raised; his "institutions" are the family, the school, the playground, and the neighborhood; his religion, the brotherhood of man and the Fatherhood of God. These are the subjects the kindergarten offers to every child, and the whole process of education can be nothing more than their continuous, progressive unfolding.

SEATTLE, WASH.

At a recent meeting of the Central Council of the Congress of Mothers and Parent-Teachers' Association it was stated that the state of Washington ranked thirty-eight in public school kindergartens of all the states of the union and an effort will be made to secure legislation similar to that in effect in California, which has done so much for the kindergarten cause in that state.

BOOK NOTES

GAMES AND EXERCISES FOR MENTAL DEFECTIVES, By Hilda A. Wrightson. Cloth, 100 pages. Price $1.25 net. Published by Gaustic-Claflin Co., Harvard Sq., Cambridge, Mass.

A work that every person in charge of mental defectives should have.

GRADED WRITING TEXT BOOKS, By Albert W. Clark. Paper, 24 pages. Price per dozen for book 1, $1.60; No. 2, $1.25, No. 3, $0.60. Published by Ginn & Co., Boston, New York, Chicago.

Teachers in the grades will do well to get a sample of these books.

ART IN DRESS WITH NOTES ON HOME DECORATION, By Lydia Bolmar and Kathleen McNutt. Paper, 42 pages. Price 35c. Published by the Manual Arts Press, Peoria, Ill.

This volume is intended for use of students for domestic art courses. It is in fact a text book on art as applied to dress and home decoration. Every step is presented in a real and concise manner with ample illustrations.

THE YOUNG AND FIELD LITERARY READERS, A primer and First Reader, by Ella Flagg Young, and Walter Taylor Field. Cloth 160 pages. Price not given. Published by Ginn & Company, New York and Chicago.

We advise all primary teachers to get in touch with Ginn & Company relative to introducing this book in their schools. The whole contents of the book make a direct appeal to the interests of little children.

KINDERGARTEN THEORY AND PRACTICE, By Nora Atwood. Cloth, 185 pages. Price 60c postpaid. Houghton Mifflin Co., publishers, Boston, New York and Chicago.

A most valuable work and one that will interest every kindergartner who has finished their course in training schools and are about to enter upon the business of teaching. We quote from the preface: "Recent years of thought have greatly changed the professional status given to he kindergarten. Kindergartners themselves have become critical of their own doctrines. They now speak less of a mystical language and more of a scientific one. They have reinterpreted Froebelian principles in terms of modern psychological wisdom, and made both their words and their deeds more intelligible to the ordinary student of education."

REACHING THE CHILDREN, By Henry C. Krebs. Cloth, 127 pages. Published by A. S. Barnes Company, New York, Chicago. Price 54c postpaid.

We quote from preface: "In a series of twenty chapters Mr. Krebs points out for the use of teachers and parents some of the ways of reaching children. No teacher however inexperienced, and no mother or father, after reading this interesting book carefully, will regard the child and the ways of training him in quite the same way as before. The contribution deserves a wide reading in both the school and the home, the two institutions upon which so much depends."—Calvin N. Kendall, Commissioner of Education, Trenton, N. J.

SONGS OF CHILDHOOD, Little Classics in Song And Verse. Words and music by S. Evlyn Dering. Forty-four songs, 8 vo. cloth. Price $1.20. Published by The A. S. Barnes Company, New York and Chicago.

In Songs of Childhood, Mrs. Dering presents in "Melody and Rhyme" a collection of songs refreshingly original, delightful in conception, and educationally helpful to pupil and teacher.

The collection contains forty-four Rote Songs depicting outdoor summer and winter sports, nature studies, sketches from life, and other subjects dear to children.

The artistic quality and the musicianly treatment of each theme will awaken a responsive echo in the child heart, and the purity and beauty of its message cannot fail to leave their impress upon his nature.

THE COLORED INVENTOR. A Record of Fifty Years by Henry R. Baker, Assistant Examiner U. S. Patent Office. Pamphlet. Price 15 cents. 12 pages. Published by The Crisis Pub. Co., N. Y.

Our colored citizens may well find a reason for justifiable pride in this record of what they have accomplished in the field of invention in their fifty years of freedom. Despite innumerable obstacles and discouragements we learn that at least 800 patents have been granted colored inventors and it is likely that these represent but a small percentage of inventions actually made by colored people but not recorded. The list of inventors includes the name of twenty colored women. It is not perhaps generally known that one of the first if not the first clocks in the country was made by a colored man, Banneker, (1731-1906) who also made the first almanac. Among the various inventions noted in this pamphlet are one for picking oakum; many electrical devices by Granville T. Woods; a lubrication oil-cup for machinery, by Elijah McCoy. But the list is too long for us to go into detail. Suffice it to say that the inventions cover practically every field, including devices for piano-playing machines; heating and lighting devices, agricultural implements; printing machines. Teachers who believe in domocracy and fair play and fair opportunities for every race, will find this little pamphlet both interesting and elightening, and a useful aid in dispelling race prejudice.

CHILDREN'S SONGS OF CITY LIFE, For the Kindergarten and Home. Words by Anna Phillips Eee. Music by Sidney Dorlon Lowe. Sixty-three large pages, songs and music. Price $1.00. Published by A. S. Barnes Co., New York.

Mrs. See in her charmingly simple word-pictures, and Mr. Lowe in his easily-played, interpretative musical settings, have done for city children what has never before been attempted—given them songs about everyday scenes and incidents of city life.

City children have rights in song-land as well as country children; they enjoy their little glimpses of nature and their play as much as country children—sometimes more, and they like to sing about them, too.

Here are songs about "The Window-box," "Brooks in the Street," "A Wet Street," "Cloud Boats," "Back Yards," "Round the Year with the Tree," "The Parade," "The Trolley Car," "A City Sunday," "The Organ-man and the Monkey."—twenty-seven songs in all.

THE GYPSY TRAIL, An Anthology for Campers, compiled by Pauline Goldmark and Mary D. Hopkins. Cloth, 285 pages. Mitchell Kennerley publisher, N. Y. $1.25 net.

Convenient in size, light in weight, this little volume will prove to be a most congenial companion for those who take to the open road and the forest trail. The sub-titles of the different sections give an idea of the scenes one enjoys as interpreted by the poets: The Call of the Open; The Joy of the Road; Inland Waters; The Sea; The Hills; Road to Elfland; Evening; Autumn and the like. Among the 77 authors are Whitman (12), Addison, Blake, Emerson, Shelley, Meredith, Yeats, Scott, etc. Greek, Latin, German, and French poems are quoted in the original languages. It seems as if no important poet ancient or modern, who has written of Nature, has been omitted, and that every phase and mood of "the great sweet mother" finds expression in this charming book. Teachers will find it an inspiration and serene summer holiday companion. "Allons, after the Great Companions."

HARTFORD CONN.

The Culver-Smith Kindergarten Training School will complete its first year Friday, June 2. Eight young women are taking the course which is conducted at the home of Miss Louise Smith, of 11 Marshall street.

Next year's course will include work in actual teaching. Classes have been arranged at the Village Street Mission and three of the students will be assigned to teach the class. It is planned that each girl shall receive at least three months' actual teaching experience.

The faculty of the school consists of Miss M. Lima Culver and Miss Louis Smith, principals; Miss C. Louise Williams, art; Miss Muriel Huntting Post, music; Dr. George Dawson, Hartford School of Pedagogy, lectures on psychology, and Miss Harriette E. Price, accompanist.

BE HONEST WITH YOUR CHILD

LUTHER BURBANK

"The wave of public dishonesty which seems to be sweeping over this country is chiefly due to lack of proper training in the formative years of life. Be dishonest with a child, whether it is your child or some other person's child—dishonest in word or look or deed, and you have started a grafter. Grafting, or stealing,—for that is the better word,—will never be taken up by a man whose formative years have been spent in an atmosphere of absolute honesty.

"Teach the child self-respect; train it in self-respect, just as you train a plant into better ways. No self-respecting man was ever a grafter. Make the boy understand what money means, too, what is its value and importance. Do not deal it out to him lavishly, but teach him to account for it. Instill better things into him, just as a plant-breeder puts better characteristics into a plant. Above all, bear in mind repetitions, the use of an influence over and over again. Keeping everlastingly at it, this is what fixes traits in plants—the constant repetition of an influence until at last it is irrevocably fixed and will not change. You cannot afford to get discouraged. You are dealing with something far more precious than any plant—the priceless soul of a child."

Our readers may be interested to learn that the Kindergarten-Primary Magazine is one of the seventy-two periodicals that are indexed regularly in the Readers' Guide Supplement, published by The H. W. Wilson Company, White Plains, New York. The contents of these journals, which are educational, religious or literary in scope, are indexed by both author and subject, all references in one alphabet. The Supplement is issued five times a year, with an annual cumulated number in January. This index will enable readers of these magazines to utilize the information they contain for reference at any time, and will do away with the expense and labor of the card index which many have hitherto found necessary.

Bridgeport, Ct.—Commencement of the Connecticut Froebel Normal Kindergarten Primary Training school of which Miss Mary Mills is principal, will be held Friday evening, June 9, at The Stratfield. Sunday, June 4, will be Baccalaurete Sunday, when a sermon appropriate to it will be preached at the United Congregational church. Senior day will be held June 6 and the luncheon of the Alumnae association at which the newly made alumnae will be welcomed into the association, will be held on June 10.

MANCHESTER, N. H.

At the Folk Festival May 1-2, the kindergarten departments of several kindergartens gave an Indian dance, with sixteen little braves, included; also the minuet, the stately court dance popular in England and in the early days of Virginia and a dancing game of a picturesque effect.

SOME ADJUSTMENTS THAT MIGHT SECURE CLOSER INTEGRATION

MARY C. C. BRADFORD, State Superintendent of Public Instruction, Denver, Colo.

It is not necessary to defend kindergarten principles. They have absolutely revolutionized the practice of the profession of teaching in all grades and all branches. They have linked the school to life, irradiating the schoolroom with the pleasant homely light of everyday happenings, and projecting some of the system of the schoolroom into the home and the community, thus making a unit of the life of the child. They have been the impulse from which have sprung new educational definitions, fresh adaptations of educational theories, and readjustments of educational living. They have made schools more natural and life outside the school more beautiful.

Yet when this acknowledgment has been made, it must be admitted that there is not as perfect adjustment between the work of the kindergarten and of the primary grades as there should be if the child is to pass from the kindergarten to the lowest grammar grade without consciousness of a break in school ideals and practice. And that the child should do this is most important. An ever-widening horizon should be the aim, not an abrupt transition from the normal self-expression existing in the kindergarten to a system verging upon, if not characterized by, actual repression.

There can be no question but that kindergarten methods should be carried thru the primary grades. The use of ampler thought-material need not forbid the employment by the grade teacher of the sane ways and means used by the kindergartner. In fact in the best and most modern schools we find that many of the devices used by the students of Froebel and Pestalozzi are much in evidence, and that first and second grade teachers gladly avail themselves of these educational tools. Even when the third and fourth grades are reached, and the various concrete aids to mental processes are being replaced by comparatively abstract means, the kindergarten spirit may and should mold the work.

On the other hand, I have a theory with which many kindergartners disagree, and I, an outsider, almost hesitate to tell a body of professional Froebelians that I can see no reason in the world why reading should not be taught during the last kindergarten year, always supposing that the child spends two years in this preparatory blossoming work. Why should it be considered unprofessional to advocate the teaching of reading in the kindergarten, provided the reading be so taught that the child will feel little if any distinction between that mental exercise and the others that he undergoes in the child-garden? There are many ways of making reading spring naturally from living, and the printed symbols in the book should not be more mysterious than other symbols that come to have significance for the kindergarten child. The consciousness of being surrounded by garden methods rather than schoolroom rules may be preserved even in teaching reading, and should be projected into the school life of the child even thru the first four grades.

We all admit the need of a greater correlation of the elementary grades with the kindergarten and this can be accomplished in the various ways before hinted at and by adopting the plan of Superintendent Chadsey, formerly of Denver and now of Detroit, whereby the offices of supervisor of kindergarten and primary work are combined in one person, and, as Dr. Chadsey suggests, that supervisor a trained kindergartner. If such a unification of the work of primary and kindergarten supervision were to become general, it would undoubtedly result in the much-talked-of and much-desired correlation of the educational agencies directly affecting the life of the child from four to nine years of age. Of course, there should be some standard professional requirements exacted of one holding this sort of position—requirements that would mean a background of broader scholarship than is sometimes required of kindergartners and yet making available for all young school children the specific and profound philosophy of the kindergarten system.

Let us hope that the effort now being made by kindergartners and primary teachers alike may result in a better understanding of the work of each and a more perfect unification of methods to the end that the children may learn to know the truth, to respond to beauty, to work skilfully, and to serve lovingly.

Recognizing the pleasure children take in sequential stories and jingles, we have written the following, which links the pictures together somewhat more closely than do Froebel's rhymes. We begin at his end and go backwards:—

Here's the Church-door through which shines the bright, silvery Moon, that floats up so high, near the Stars in the sky; that glitters adown on the Snow-Stars below, that shelter frail Flower-Stars (when wintry winds blow), that brighten the Eyes of the children that rise, when waked by the Sun-Rays, that shine on the Wheel, with its Hub, Spokes and Rim (that is made of steel), which belong to the Cart, near which, full to the brim, stands the Jug of the farmer (we surely know him), who uses the Saw, the Harrow and Plow, that stand there awaiting him, in the yard, now, near the dear little Bunny, the Cock and the Hare, that sniffs with his little Nose wriggling in air, at the Pigeons that fly to the Pigeon-house high, near the ladder that rests there as straight and as tall, as the plank Bridge that crosses the Brook near the fall, in which lives the Fish, as shining as Shears, on the Table that under the Mirror appears, that's close by the Window, right under the Tiles, which roof o'er the House, in which lived a Mouse, that ran down the Stair and into the Air, just as down fell a Plum (it frightened him some), that had hung near a Nest, safe two Branches between, that grew from a Tree, oh, so graceful and green, that stood on a Hill, all quiet and still, save for Song-Birds that fly there with many a trill.

THE MONKEY TRICK

-BY-
Elsie Spicer Eells

HOW THE MONKEY GOT A DRINK WHEN HE WAS THIRSTY

(Adapted from a Brazilian Tale.)

Once upon a time the monkey made the tiger very angry, and this is how it happened. The monkey was seated high up among the leafy branches of a mango tree playing upon his guitar. The tiger passed that way and lay down under the tree to rest. Just to tease him the monkey played and sang this little song:

"Tango ti tar, tango ti tar,
The tiger's bones are in my guitar, Ti ih, ti ih."

The tiger was furious. "Just wait until I catch you, Mr. Monkey," he said, "then I'll show you a trick or two with bones."

The monkey leaped from one tree to another keeping himself so well hidden by the foliage that the tiger could not see him. Then he came down out of the trees and hid himself in a hole in the ground. When the tiger came near he again played and sang his little song:

"Tango ti tar, tango ti tar,
The tiger's bones are in my guitar, Ti ih, ti ih."

The tiger put his paw into the hole and caught hold of the monkey's leg. "Oh! ho! Mr. Tiger," said the monkey, "you think you have caught hold of my leg but what you really have is just a little stick. Oh! ho! Oh! ho!" Then the tiger let go of the monkey's leg.

The monkey crawled farther back into the hole in the ground where the tiger's paw could not reach him. Then he said: "Thank you so much, Mr. Tiger, for letting go of my leg. It really was my leg, you know." Again he played and sang his little song:

"Tango ti tar, tango ti tar,
The tiger's bones are in my guitar, Ti ih, ti ih."

The tiger was angrier than ever. He waited and waited for the monkey to come out of the hole in the ground but the monkey did not come. He had discovered another way out and once more from the high tree tops he sang down to the waiting tiger:

"Tango ti tar, tango ti tar,
The tiger's bones are in my guitar, Ti ih, ti ih."

There had been a great drought in the land and there was only one watering place where the beasts could drink. The tiger knew that the monkey would have to go there when he was thirsty so he decided to wait for the monkey there and catch him when he came to drink.

When the monkey went to the watering place to drink he found that the tiger was there waiting for him. He ran away as fast as the wind for he was really very much afraid of the tiger. He waited and waited until he thought he should die of thirst, but the tiger did not go away from the watering place for a single minute. At last the monkey thought of a trick by which he would be able to get a drink.

He lay down by the side of the pathway as if he were dead. After a while an old woman came along the path carrying a dish of honey upon her head. She saw the monkey lying in the path and, thinking that she was dead, she picked him up and put him in the basket along with the pot of honey. When the monkey saw the honey in the dish he was very happy. He opened the dish and covered himself all over with the soft sticky honey. Then as the old woman walked under the trees he lightly sprang out of the basket into the trees. The old woman did not miss him until she got home. When she took down the basket from the top of her head, instead of a dish full of honey and a dead monkey, she found only a little bit of honey in the bottom of the dish and no monkey at all.

In the mean time the monkey had stuck leaves from the trees into the honey all over his body so that he was completely disguised. His own mother would not have recognized him. He looked something like a porcupine only instead of sharp quills there were green leaves sticking out all over him. In this fashion he went to the drinking place and the tiger never recognized him. He took a long, deep drink. How good the water tasted! He was so thirsty that he stayed in the drinking place too long. The water soaked into the honey and made it too soft to hold the leaves. The leaves fell off and the tiger saw that it was really the monkey. The monkey ran away as fast as the wind. He was barely able to escape with his life.

The monkey was so frightened that he waited and waited a long, long time before he again went to the drinking place. At last he got so thirsty that he just couldn't wait any longer. He thought about the resin tree so he went to the resin tree and covered himself over with resin. Then he stuck leaves into the resin. Again he went to the drinking place.

The tiger saw him coming and this time he knew that it was the monkey inside of the leaves. He thought he'd wait to catch him until the monkey got into the water and the leaves come off. It would be more fun to catch him in his bare skin. This time the leaves did not come off for the resin held them fast and it was not in the least affected by the water. The tiger thought that it was not the monkey after all and that he must have made a mistake. The monkey drank all he wanted to and strolled away leisurely without the tiger attacking him. After that he used the resin and leaves every time he wanted a drink. He kept up the trick until the rainy season arrived and there was plenty of water to drink in other places besides the big drinking place.

The blush is nature's alarm at the approach of sin, and her testimony to the dignity of virtue.—Fuller.

EDUCATIONAL NOTES

BOSTON NEXT PLACE OF MEETING

The next annual meeting of the I. K. U. will be held at Boston.

KINDERGARTEN FESTIVAL

More than 2,000 kindergarten children gathered on the lawn around the Mansion House at Druid Hill Park, Baltimore, Md., on Wednesday, May 24, to take part in the annual kindergarten festival which has been arranged by the members of the Baltimore Kindergarten Club.

JACKSONVILLE, FLA.

Miss Hortense Orcutt, supervisor of the kindergartens of Savannah, and principal of the kindergarten training school of that city, lectured on the "Educational Value of the Kindergarten" at the home of Mrs. W. W. Cummer in Riverside May 4.

WORCESTER, MASS.

The following kindergarten teachers were appointed at salaries of $500 a year: Marguerite Hayward, Lee street; Ellen A. Maher, unassigned; Alice E. Sawyer, Woodland street, and May H. Wiley, Ledge street. Request of Elizabeth T. Dillingham, Lee street kindergarten, for leave of absence to Feb. 1, was granted.

NEW OFFICERS OF THE I. K. U.

Miss Catherine R. Watkins, supervisor of kindergartens, Washington, president; Miss Alma L. Binzel, Minneapolis, Minn., first vice president; Miss Clara Meisner, Ellensburg, Wash., second vice president; Miss Bessie M. Park, supervisor of kindergartens, Des Moines, Ia., recording secretary; Miss May Murray, editor of Kindergarten and First Grade Magazine, Springfield, Mass., corresponding secretary and treasurer; Miss Anna E. Harvey, kindergarten department, Adelphi college, Brooklyn, N. Y., auditor.

KINDERGARTEN TRAINING

A class for kindergarten training of Sunday school teachers, social workers and prospective Sunday school teachers has been opened in the Strong Place Baptist church, Strong place and Degraw street, Brooklyn, N. Y. This class is being held under the auspices of the Daily Vacation Bible Schools.

An observation class of little children brought in from the streets will be there for demonstrating purposes. The course will last about ten weeks and is under the direct supervision of Mrs. Ruth Miller, with a trained corps of assistants. All churches are requested to send representatives from their Sunday schools,

WORCESTER, MASS.

A kindergarten will probably be started soon at the Temporary Home and Day Nursery in this city.

NEW KINDERGARTEN AT BEMIDJI, MINN.

The board of education of Bemidji, Minn., have established a public school kindergarten here.

NEW KINDERGARTEN AT CAMBRIDGE, MASS.

A new kindergarten to be known as the Burleigh Kindergarten has been established here with Gertrude Bunton in charge.

NORTHEAST HARBOR, ME.

Officers of the Northeast Harbor Kindergarten Association: Mrs. Frederick A. Foster, president; Mrs. Lawrence Manchester, vice president; Mrs. William M. Peckham, secretary; Mrs. I. E. Ralph, treasurer. The following directors were chosen for the ensuing year: Mrs. John Savage, Mrs. Eugene Lamon, Mrs. Charles N. Small, Mrs. Lyman E. Haskell. The kindergarten will open on the first Monday in May with Miss Laura C. Tracy in charge.

The school commissioners recommended that a kindergarten be established in the locality surrounded by the Beardman, Parker and Taylor districts, to be known as the Burleigh Street Kindergarten. This recommendation was adopted.—Cambridge, Mass.

INDIANAPOLIS, IND.

The movement looking to the establishment of special hours at moving picture shows when films appropriate for children will be shown is gaining impetus as the various organizations of Indianapolis women become acquainted with its purpose. An organization has been formed to advance the cause.

KINDERGARTNERS MUST AID WHERE PARENTS NEGLECT TO

Cleveland, O., May 4.—Kindergartners must do for children what their parents fail to do; in other words, fathers and mothers don't "register" wisdom on the screen of domesticity, according to Mrs. Orville Bright.

Mrs. Bright, of Chicago, who is first vice-president of the National Congress of Mothers, told the International Kindergarten Union that good homes are comparatively few.

BRIDGEPORT, CONN.

The Connecticut Froebel Normal Kindergarten Primary Training school, of which Miss Mary Mills is the principal, has decided upon its commencement date as Friday evening, June 9, the graduation exercises to be held at the Stratfield. Sunday, June 4, will be Baccalaurate Sunday, the sermon to be preached at the United Congregational church. Senior day will be June 6 and the luncheon of the Alumnae association, at which the newly made alumnae will be welcomed, will be held Saturday afternoon, June 10.

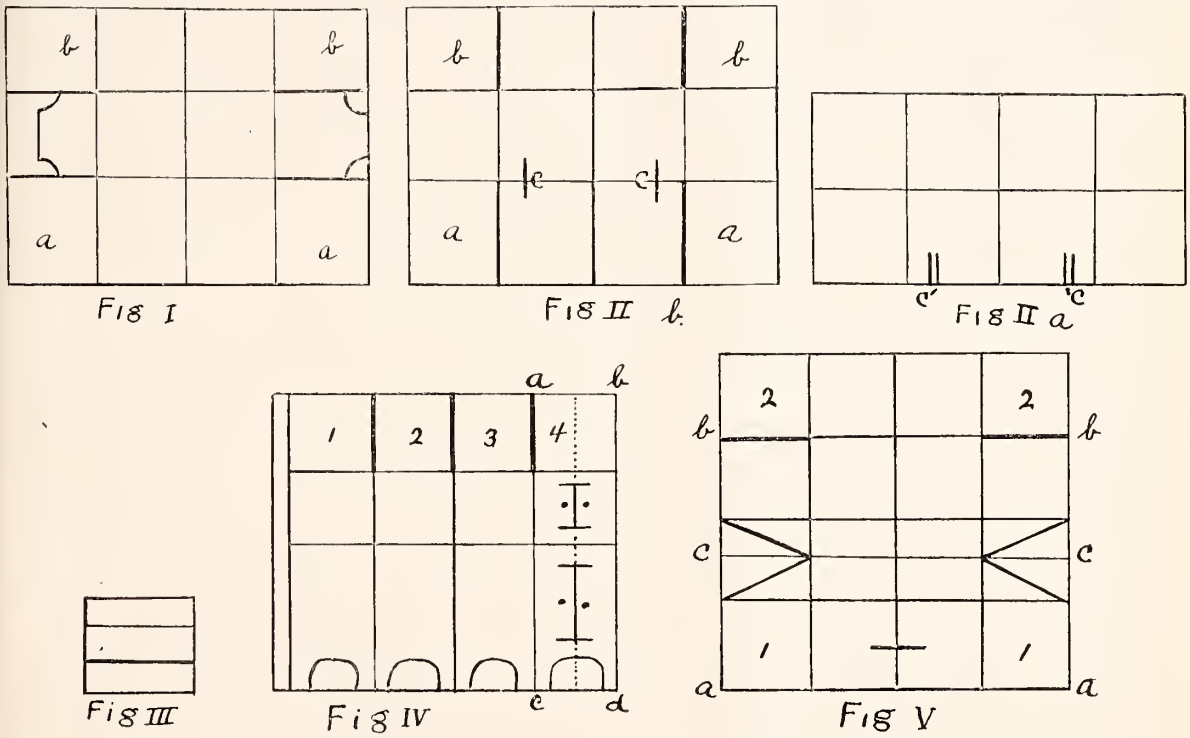
OUR SPRING EXHIBITION

By OLIVE WILLS

It has, perhaps, truly been said that there is nothing original in the world, but it is also quite true that old ideas can be so clothed as to be quite beyond recognition and while the art work may be outlined alike for all first grades or all fifth grades, yet each teacher has an individuality in her room work, also in the arrangement of her exhibit that makes a spring exhibition in a city or a small town most interesting. Ours has been so pleasing this year I thought perhaps others might be interested in hearing about it and even find a few new notes. It was to the primary work this year that I gave the most attention. In our first grade, first year in school, where generally I have noted so much outlining work done by the teacher and the children allowed to simply fill in. We tried to do away with this almost altogether and with the most satisfying results. Usually children as do older people arise to the heights expected of them, expect great things and great things can be accomplished. We had some excellent things in flowers, grasses and nature work. Also in caps, mittens and toys, and in very simple design. This exhibit was called Parent's Day, so every child must have his work displayed and in many subjects. The regular lessons were to be conducted and parents came and went all day long. The work, both drawing and writing work, was well arranged and this I think means so very much. Dark green burlap and gray mounting boards were generally used to mount the work on.

In the first grade room was such a well done house of four rooms, the house made of two orange boxes placed together. The rugs were made by the children of woven rags or strips of crepe paper. All the furniture was made from the folded sixteen squares, most of which I think is very familiar to the average teacher, but hoping a few of the folds are new—here is a bed, piano and victrola.

There are many interesting language and number work lessons you can have with the folding of the six inch square. First fold is a book from which a few will read a story. The second fold—four squares—others may tell what they see thru their window. Then the counting, adding, subtracting the squares and oblongs, until the 16 squares are made. In all of these illustrations cut on the heavy lines and fold on the light lines. For the bed, Fig. 1, cut off one row of squares, fold the two center squares at end up, cutting both in a design for foot and head boards, then paste a. a. over b. b. Some had decorated tissue paper bed spreads, others pieces of the paper mats they had woven. The piano fold and cut the same as for the bed, but turn the end squares down and before pasting fold one row of squares back, Fig. II a, and cut on the folded side as indicated by the two double lines, then push the fold c. c. inward, crease, and you have the key board, a slip of white paper marked with the group of black keys pasted in place. Then paste a. a. over b. b., Fig. II b, cut out fancy legs if desired. Use one of the squares cut off for a stool as Fig. III, and one fourth of another square, fold, and paste for a music rack. The Victrola Fig. IV, is a little more



difficult. Fold an oblong paper, first the short diameter, then again the short way thru middle almost to the edge, guess at one-half inch. Cut off one of these strips, use the other for the pasting edge. Now open and fold the long diameter, open and fold one side only to the middle. Cut the legs and top as indicated. Fold, lightly, one oblong a. b. c. d. and cut for the doors as shown in figure. Pins with the heads covered with tinfoil make good knobs. Paste the side strip under at d. b. and the top pieces 1, 2, 3, 4 down.

On the tables in these rooms were the tiniest of clay bowls with little flowers in them. In the dining room was a plate rail made by pasting folded strips of paper around the wall shelf like. On this was placed plates the children had cut from catalogues. From the same were cut hanging lamps. These were hung from the ceiling and table lamps pasted to stand on the table. In the kitchen one side pasted on the wall was the sink a shallow base made of the same fold, then all the outer squares cut down so it was not too deep a draining board also pasted in place.

In another room was seen a small table converted into a garden party scene. The table covered with green paper, the table and chairs made by the children, six tables and four chairs at each on which were paper dolls. Tubs made of clay and covered with green paper there held the trees from which were hung tiny lanterns, made too by the children. The trees were branches which had been in water in a warm place for some time so they would bud out for the occasion.

In yet another room was a most charming "Three Bear" scene. A long sand table had been divided into two parts, one the interior of the house divided into dining room, living room and bed room, each with their little chair, middle sized chair and big chair, little bed, middle sized bed and big bed. There were the bowls, too, made of clay. The other half was the best part of all. There was a most luxuriant growth of green grass considering the early spring. About two weeks before oats and barley seeds had been sowed in the dampened sand, thus they had the real grass. The great forest trees were large budded branches. Walking thru the woods were the three bears. They were made of the clay which when dry was painted brown. In the far corner as if in the distance was their shed like home made as Fig. V. Fold the sixteen squares, then fold a. a. to b. b. and you will have the line c. c. Cut out the triangle as indicated. Cut the door, paste 1, 1, over 2, 2, and you have a slant roofed shed.

Some rooms had extra furniture which was well made. One arranged a hospital ward with their's. Another had a furniture store, the sign over the front read "Converse Furniture Co."

I also noticed a wonderful circus parade, the lions, tigers, etc., behind the bars of the big wagons, and the horses, elephants and camels all in their places.

Another on the table stood a large glass fruit bowl well filled with most tempting fruits, bananas, grapes, appes and pears, all made of clay and painted.

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INTERESTS WHICH CARRY OVER FROM THE KINDERGARTEN TO THE PRIMARY

Miss Hilda Busick.

Miss Patty Hill, professor of education of Teachers' College, lectured before the Public School Kindergarten Association of New York City on February 16th. Her topic was "Interests which carry over from Kindergarten to the Primary." Prof. Hill called attention to the fact that the whole country is interested in this question, and that Teachers' College is making a great effort to contribute something constructive upon the subject. She finds their primary teachers just as enthusiastic as the kindergartners in their desire to forward the movement of a readjustment that will end any break that may exist between the kindergarten and primary.

There must be reorganization in both. Two opposing movements confront any attempt at reorganization, namely (1) the demand that kindergartners state their aims far more definitely than they have done in the past; (2) the demand that the curriculum be entirely withdrawn and the teacher be given greater freedom, and the children have less interference, less guidance in order to learn self-control.

In the past the kindergartner has avoided making a definite statement of what she had done or expected to do with the children; the majority are not yet ready to go into print, for they feel (1) that they are not yet certain of the ground to be covered, (2) that the printing of curricula tends toward fixed programs which then become the end, the aim, rather than the means, (3) that the kindergarten child is too young to be tested and measured and proved; (4) and that schools are waking to the fact that fixed programs are not developing as illustrated by the demand for teachers who hold an experimental attitude of mind, who are ready to free themselves from school tradition and build up new programs as a result of their experiments.

On the other hand, the primary teacher has a right to know what ground has been covered by the kindergarten in order to eliminate waste and be able to carry the children forward from the place at which she receives them, and should, therefore, obtain from the kindergarten a "Record of a Program of the Year."

The air is full of the "test and prove" theory: kindergartners, therefore can no longer talk in generalities, they must be able to state, in intelligible school terms what they have tested, and the result. They must know primary work and think and speak in terms of the school, if they wish to co-operate. The same demand must be made of the primary teacher; she must understand the aims and ideals of the kindergarten, because there is little in the child's nature to cause a separation of kindergarten and primary; it is wrong to treat so differently, as is frequently done, a little child who leaves the kindergarten on Friday and enters the 1A on Monday.

Upon experimenting at Teachers College several surprises have been met with; first interests appealed to in the kindergarten, *some* children have not been ready for, and some interests have not formerly been appealed to for which *some* children are ready; for example, some children in the kindergarten, not six years old have been ready for reading, while some in the primary, seven years old, are not ready for the regular school subjects.

In order to build up a school curriculum from the needs of the children, we must have expert teachers who have ability to see where the children really are, not where the adult thinks they should be, and teachers who may have the liberty to make the application of the material to what is found true of the children that the growth of the later may ever be the first and the last goal, that they will not be made to strain to reach ground for which they are not ready.

Dewey claims there are four instincts common to the kindergarten and primary child:—1 social, 2 making, 3 investigating and 4 expressing. Under "social" he places conversation, personal intercourse in more or less permanent and changing groups; under "making," construction, playing, movement and gesture. "Investigating," exploration, questioning, taking things to pieces and putting together. "Expression," artistic.

The question arises, "What material shall be provided to give the best opportunity for the development of these instincts in kindergarten and first primary, since they manifest themselves in these two grades?" This quesion cannot be answered until there be experimentation by expert teachers who thoroly understand the demands of both grades, who know what to expect of the children from the kindergarten, what to utilize in a *new way*, and what entirely new material should be presented to them.

Professor Hill suggested that the hand work of the last few weeks, be mounted in books and sent with the children to the next teacher; also that kindergartners and primary teachers meet with the kindergarten supervisor, and also confer with each other; that the classes be broken up into small groups, and not *taught* as one. It is easier and does not require such a highly organized mind to treat an entire class as one, where all do the same thing at the same time, in the same way. When there are groups, tho this is a greater strain upon the teacher and demands a higher type of mind, the result of the children is most beneficial, giving them an opportunity to react to material without being affected by the teacher's personality. It is the only method by which children can become self-controlled, their personalities can show themselves, and the curriculum be fitted to them, not they to it.

This group method is exceedingly difficult for the teacher and requires frequently, renunciation of many beloved traditions, but as Frobel said—"renunciation is development."

At Waterbury, Conn., all the kindergartners or nearly all, are to be assigned to locations different from those where they have been teaching. The "why" thereof is not stated.

WHEN MAMMA SAYS SO

DORA A. MONDORE, Grand Gorge, N. Y.

Part 1. The Birdie's Accident.

Away up in the top of a tree lived a mother bird with her four little birdies. They were very tiny birds; their wings were small and so the little birds had not yet learned to fly.

One day the mamma bird flew away to get some berries for her dear little baby birds.

While she was gone the little birds played together.

"Tweet! Tweet! I wish I could fly," said one little bird.

"Tweet! Tweet! I wish I could look down and see what's on the ground," said another little bird.

"Tweet! Tweet ! Tweet! Tweet! Oh, no, don't go to the edge of the nest!" cried, all the little birdies in a chorus. "Mamma told us not to."

"Mamma can't see me," said the foolish little bird. "I want to take just one little look over the edge."

Mamma bird was just coming home to her little birds in the nest. She had found some nice raspberries to feed the little birds.

"Tweet! Tweet!," she sang, for she was very happy.

Down—down, fell the little birdie, down to the cold hard ground. Poor mamma bird did not sing any more. She found her little birdie with his wing badly hurt. She tried to carry the little bird back to the nest; but, she could not.

"I wish I had been a good bird," said the little bird.

Soon a boy came along that way, climbed the tree and put the little bird back in the nest.

How, happy the birdie was to go back! But the other little birds teased him and said, "We have nice, firm wings, but your wing is broken."

Soon the other birds grew stronger and flew away, but this bird had to stay in the nest a long time.

DR. NEWMAN AT THE I. K. U. MEETING

DR. NEWMAN of the Ethical Culture society of New York, said in an inspiring talk. "The child, is to be given experiences rather than ideas: through experiences he is prepared for life and given ideals that will lift civilization to a higher plane." As an example Dr. Newman cited the war in Europe: "The nations had grasped the ideal of universal peace clearly enough," he said, "but had not had the experiences that would impel them to live it. Thinking without a basis of feeling is not enough." Dr. Newman went on to illustrate how this conception applies to the kindergarten. "It is poor policy," he said, "merely to tell children they must not harm birds: they must be taught o care for hem actively if any real sentiment is to be awakened. Therefore let them make feeding boards and bird houses and prepare food for birds, in order that through doing they may acquire a feeling for the needs of dumb creatures. When we know a thing without feeling it, it is of little use."

"I confess my abiding conviction that the order of historic development is play, art, work. I claim that the progress of mankind has been conducted under compulsion of bodily needs."—Susan E. Blow.

"Thought is not democratic, and it is far from easy to spread it to many minds. But the kindergarten can not only spread its ideals; it can sing them and play them. It can illustrate them through the free creations of little children. It can make the happy and developing child its best missionary, and in only forty years it has preached, sung, played, and lived itself into the heart and mind of the American people, and from America it shall go forth to redeem and bless childhood all over the world."—Susan E. Blow.

They who forgive most, shall be most forgiven.—Bailey.



BARNYARD MADE OF CHILDREN'S WORK MOUNTED

Ask the children to find the horse and the sheep, the turkey, the chickens, and the ducks. The cow and the pig are in the barnyard too. How many sheep? How many chickens? How many horses? How many ducks? Isn't that a nice fence to keep them all in?

St. Louis will celebrate the Shakespeare tercentenary with an outdoor production of "As You Like It," June 5 to 11, inclusive, by a cast of 1,000 persons, headed by Miss Margaret Anglin. There will be eight performances, one a matinee. All will take place in a natural auditorium in Forest Park having seats for almost 10,000 people—to be exact, 9,912.

KINDERGARTEN AND PRIMARY

SUSAN C. BAKER.

One of the important questions under discussion at the present time is "Of what value is kindergarten training to the child" and can we correlate the kindergarten and graded work.

It is difficult, as we all must admit, to estimate the real value of kindergarten training as home environment is so large a factor in child development. But thru experience I have found that the kindergarten child receives a foundation for culture, character and intellectual attainments that the average child without such training can not acquire.

Kindergarten means character building, its activities are directed toward the establishment of such apperceptive centers as are essential to the recognition of right and wrong, of consideration for others, of respect for law, and of love of nature which bring the child into consciousness of his own ability and the necessity for self government if he would attain his high aim.

Close contact with Nature is a living force in the development of culture as is the quiet atmosphere of love. The decoration and equipment of the kindergarten room, its music, and personality of the teacher exert an immediate influence.

Coming into the primary school then the child recognizes the laws necessary to the comfort of his companions. He is accustomed to handling materials therefore wastes no time in getting out his pencil and paper and putting them away. These are always in good condition. His powers of observation and perception have been trained, therefore he readily sees the similarities of letters and words. His senses are more acute, he hears similarities of sound, therefore grasps phonics without difficulty, he puts them into words, he builds words into sentences. He sees likeness of form consequently imitates it in writing. He has learned self control and helps by his example and helpfulness the children about him.

Starting those who have had kindergarten training and those who have not, in the same class, a division must be made within two months as the former children are far in advance comprehending more readily.

The kindergarten materials are most invaluable in making concrete the studies of the grades. Geography in the sand table, with paper cutting, and plaster map making is real geography and always remains in the child's mind. How can we better teach arithmetic than with the sticks, blocks and paper folding. Fractions, square root and cube root are easily illustrated and when the great battles of history are fought how much more vivid the impression if the picture is reprodueed in the kindergarten sand table.

The co-ordination between hand and brain produced by basket weaving, clay modeling, rafia, wood carving and other forms of hand work, produces an ease of thought, reasoning and calculation beneficial in all grade studies. Kindergarten principles and materials if followed thru all grades would cause an absolute revolution of methods and give to the world young men and women equipped with a better understanding, a firmer grasp of the plain facts of life, a deeper appreciation of Nature and God's world, making them better citizens and laying a foundation for better generations.

INDIAN CORN GRINDING SONG

Let the children sit on the floor and imitate the motion of grinding between mill stones. After having the real grinding, also show corn meal. It is not necessary to have the real tune, but the Indian words are attractive to children.

FIRST HEBREW ORGANIZATION NURSERY TO BUILD

That they may extend their work and annually take care of a greater number of unfortunate children, the officers of the First Hebrew Day Nursery and Kindergarten of Brooklyn, has undertaken the task of building a new home for the institution. To raise funds a series of social affairs will be held.

KINDERGARTEN LECTURE

Miss Caroline Crawford, New York city, lectured to the students at the kindergarten training school Friday, March 31. Miss Crawford illustrated "Story Dramatization" on Saturday at the training school.

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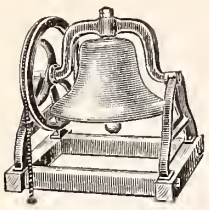
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By E. R. Murray

The purpose of this book is to show that Frobel's educational theories were based on psychological views of a type much more modern than is at all generally understood. Most educationists have read **The Educa on of Man,** but few outside the kindergarten world are likely to have bestowed much thought on Froebel's later writings. It is in these, however, that we see Froebel watching with earnest attention that earliest mental development which is now regarded as a distinct chapter in mental science, but which was then largely, if not entirely ignored.

The major part of the book is intended to show the correctness of Froebel's views on points now regarded as of fundamental importance and generally recognized as modern theories.

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PLEASE when answering any adv. in this column say "I saw your adv. in the Kind.-Pri. Magazine."

Negligence is the rust of the soul, that corrodes through all her best resolves.—Feltham.

WASHINGTON, D. C.

Washington's "youngest set," consisting of the nearly 2,000 wee pupils of the public kindergartens, held the center of a vast greensward stage on the mall back of the National Museum building, between 10 and 11 o'clock, May 17, and presented a program of dances and songs for the entertainment of themselves and the close-packed circle of parents and others who looked on.

The occasion for the demonstration by the tiny actors was the eleventh annual spring kindergarten festival of the schools. They came from 52 schools, and went through their evolutions under the direction of Miss Watkins, director of the public kindergartens. Music was furnished by the Marine Band, which has helped to contribute to the children's outdoor festival every year since its inauguration. During an intermission for rest by the children the Marine Band gave a short concert of selections for "grown-ups."—Washington Post.

TEST FOR KINDERGARTEN TEACHERS

An examination of applicants for licenses as kindergarten teachers will be held by the Board of Education on June 1 and 2 at the New York Training School for Teachers, 120th street and Seventh avenue, Manhattan. On the first day there will be a written test on principles of education and methods of kindergarten teaching. The next day oral and practical tests will be held. Candidates must be from 18 to 36 years of age.—Brooklyn Standard-Union.

The Baltimore Kindergarten Club have adopted as their slogan "Universal kindergartens by 1918," and in conjunction with the Women's Civic League, and other organizations have launched an aggressive campaign of education in that city.

At Westchester Penn,, May 9th a very large and enthusiastic meeting was held for the purpose of asking the school board to aid in the work of public play grounds by appointing a physical instructor for one year.

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PARENTS.—A suspicious parent makes an artful child.—Haliburton.

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DEAN CHAMBERS of the University of Pittsburg said in part at his address before the I. K. U. meeting on "education by development" that childhood does not break off at hood, he held, does not break off at six when a boy enters school, but is a continuous period. The child is a motor-sensory being, and advances only through the development of his motor responses and his senses; failure to take account of this results in mal-adjustment during the first year or so of school, the "year of morbidity," or of retarding. Instead of school breaking off the normal activity of kindergarten, Dean Chambers maintained that the freedom of the kindergarten ought to continue through the first two years of school. The kindergarten he continued, must aim at the normal development of children: kindergarten years are years of growth and initial development, not a period of harvesting, or of measuring results. The child is still too near the animal stage, too near primitive man; he must first learn to profit by his experiences and his creative activity. There must be no attempt to prepare him for later education. Each stage of his development is complete in itself. The child must be free to choose his own work and his natural instincts are to furnish the basis for the choice. Again, the child must not make a social adjustment impelled by adults, but must be free to choose his own groups, learning not through ideals imposed from above, but through the natural give and take of everyday work and play and normal association. The will, Dean Chambers said in justifying this, acts when an aim is set up in the soul, not when the aim is simply an adult aim to which his obedience is required. So far, he held, nearly all our education has been merely the forcing upon children of adult aims; but this is wrong. Originality and spontaneity, are the outcome of richness of experience, and we can give meager or rich experiences according as the child's opportunities for development are meager or rich. In other words, according as his work is adapted to his own individual needs. The aim of the kindergarten should be to furnish experienee so rich that his mental equipment would carry it over into school work, even though kindergarten is not intended as a preparation for this.

At the regular monthly meeting of the Duluth-Superior branch of the International Kindergarten Union, May 17th, interesting reports of the I. K. U. meeting at Cleveland were given by Miss Ivan Roberts, Miss Ethel Gordon, Miss Caroline Barbour, and Miss Alta Owen.

At the meeting of the committee of nineteen held at Cleveland, for the first time since its organization twelve years ago, its sessions were opened to all training teachers. Memorial services for the late Susan E. Blow, eonstituted a part of the program.

PEACE.—Peaee is the evening star of the soul, as virtue is its sun; and the two are never far apart.—Colton.

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At the meeting of the Buffalo Kindergarten Union held May 11, officers were elected for the coming year as follows: President, Miss Myra Bush; vice president, Miss Florence Nelligan, secretary, Miss Edna Shaw; treasurer, Miss Milly Andrus; historian, Miss Florence Nevin. Reports were given of the International Kindergarten convention held in Cleveland by Miss Nellie Johnson, Miss E. C. Elder and Miss Elizabeth Looney.

The Blow-Froebel League held impressive memorial services for the late Susan E. Blow, at St. Louis, Mo., May 15th.

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State Commissioner of Education John H. Finley has decided that portions of the resolutions and by-laws of the Board of Education of the City of New York are illegal and void in so far as they authorize the transfer and assignment to positions of regular teachers in elementary schools, of kindergarten teachers and teachers of special subjects, who do not hold a license or certificate authorizing them to teach as regular teachers in the elementary schools of the city.

In January last the Board of Education of New York City provided for the transfer of kindergarten teachers and special teachers known as teachers of sewing, cooking, shopwork, drawing, music, etc., to positions as regular teachers in the elementary schools. Two appeals were brought before Commissioner Finley from this action of the Board of Education. One was brought by Dorothy Lichterman and the other by Edith M. Phelps Stokes and others as taxpayers, etc.

The Commissioner of Education holds in substance that the Board of of Education could not transfer these special teachers to the positions of regular teachers unless such special teachers satisfy the academic and professional qualifications prescribed in section 551 of the education law, and in addition thereto actually hold certificates as teachers legally qualified to teach in such positions.

The decision points out that if these special teachers do meet such academic and professional requirements, the Board of Education has the power to license or certificate such teachers to legally qualify them to teach the regular subjects in the elementary schools. If they do not meet such requirements, these special teachers may not be legally employed or certified to teach in the elementary schools.

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